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ABSTRACT

Designed to supplement the existing curriculum at the fifth and sixth grade levels, this curriculum guide contains activities for the following subject areas: Social studies, math, fine arts, science, and language arts. Each subject area includes units of study which provide information (in column form) on career related activities, resources, and evaluation/outcome. The career related materials can be developed with suggested activities and materials designed to (1) promote the student's understanding of himself and others, (2) provide occupational information, (3) explore the world of work, (4) and assist the student in finding out about himself as part of the preparation for decisionmaking. Audiovisual materials, sources of free career information, field trip procedures, and a list of guest speakers and field trip sites (for the Sedalia, Missouri area) are appended. (TA)

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CAREER EDUCATION: Learning with a Purpose

Elementary 5-6

CE 007 893

Career Education Project
State Fair Community College
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This guide was developed by designated teachers in three one-day workshops and is designed for use as an aid in providing career development activities for elementary teachers in grades five and six. Funds for the development of the guide were provided through a federal grant under the provisions of Part D of Public Law 90-576.

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FOREWORD

This guide is designed to supplement the existing curriculum at the fifth and sixth grade levels.

It is further the purpose of this guide to suggest and outline a developmental program of follow-up activities, instead of adding to the curricula of the intermediate grades and can be implemented within the existing framework of the school. The career related materials can be developed with suggested activities and materials designed to (1) promote the student's understanding of himself and others, (2) provide occupational information, (3) explore the world of work and (4) assist the student in finding out about himself as part of the preparation for decision making. In essence, it may be said that such a developmental program at the intermediate level is designed to help the student recognize that educational experiences are a means of achieving life goals.

This compilation of ideas, sample activities and other information has been done with the desire and hope that it can serve a useful purpose, as a resource, in the hands of classroom teachers and counselors.

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CAREER EDUCATION--THE STEP BEYOND

A basic purpose of American education is the preparation of people for living and, within that context, preparation of people for a career. Career Education is the development of attitudes and appreciations toward workers and the benefits each worker receives and gives as a contributing member of society. Career Education can be the focal point for developing an educational awareness of the use of skills and knowledge taught in the schools and used by adults in the working world. Career Education can be the center of the curriculum which joins school, family and community into a joint effort of educating the young. Career Education is concerned with the total development of a student. This means providing experiences for students to conceptualize the career development concepts which should be introduced to preschoolers and developed through high school.

Career development, which is a lifelong process, begins at a very early age when the child role plays various occupations in his play. He begins very early to establish his view of work and a view of himself as a worker. Career development proceeds much the same way as emotional, social, intellectual and physical development progress. Before one is ready for the next level, certain concepts must be conceptualized. The child goes through the following stages. The AWARENESS STAGE, which covers the preschool period through grade six, is a period when the child not only becomes aware of himself and other people physically, emotionally and socially, but he also gains intellectual skills and knowledge. While in this stage, the child becomes interested in what adults do. He is interested in knowing how he gets the goods and services which he enjoys. He also enjoys "putting on occupational roles" by role playing the many occupations with which he has become acquainted. The EXPLORATION STAGE, which usually covers the middle or junior high school age level, is a time for some actual exploring of a variety of occupations. It is a time of self-assessment and of consideration of the various types of careers available to the individual. The student should, by this time, be able to identify who he is and that his interests and abilities are to make decisions and be prepared to adjust and change those decisions, to formulate some preferences for particular occupations and to identify various life styles he may wish to pursue. A tentative decision may be made by grade nine in order to begin the PREPARATION STAGE. This stage will last as long as necessary for the acquisition of skills and knowledge needed to enter and progress through one's occupational career.

Career Education, then, is the education of the child of today in a manner which will make his life useful and productive in the world he will live in tomorrow. It is preparing the future adult to develop the philosophy that work has value and meaning to the individual and to society. It provides an exposure to a wide variety of possible careers so that the young adult can make a career choice on the basis of his self-knowledge, his particular needs, abilities, interests and the needs of society.

Ohio Career Education and Curriculum
Management Laboratory in Agricultural
Education
The Ohio State University
Columbus, OH 43210
1974

THE LITTLE BOY*

Once a little boy went to school.
He was quite a little boy.
And it was quite a big school.
But when the little boy
Found that he could go to his room
By walking right in from the door outside,
He was happy.
And the school did not seem
Quite so big anymore.

One morning,
When the little boy had been in school awhile,
The teacher said:
"Today we are going to make a picture."
"Good!" thought the little boy.
He liked to make pictures.
He could make all kinds:
Lions and tigers,
Chickens and cows,
Trains and boats--
And he took out his box of crayons
And began to draw.

But the teacher said, "Wait!"
It is not time to begin!"
And she waited until everyone looked ready.
"Now" said the teacher,
"We are going to make flowers."
"Good!" thought the little boy.
He liked to make flowers.
And he began to make beautiful ones
With his pink and orange and blue crayons.
But the teacher said, "Wait!
And I will show you how."
And it was red, with a green stem.
"There," said the teacher
"Now you may begin."

The little boy looked at the teacher's flower.
Then he looked at his own flower.
He liked his flower better than the teacher's
But, he did not say this.
He just turned his paper over
And made a flower like the teacher's
It was red, with a green stem.

*By Helen E. Buckley

On another day,
When the little boy had opened
The door from the outside all by himself,
The teacher said:
"Today we are going to make something with clay."
"Good!" thought the little boy.
He liked clay.
He could make all kinds of things with clay:
Snakes and snowmen,
Elephants and mice,
Cars and trucks
And he began to pull and pinch
His ball of clay.

But the teacher said"
"Wait! It is not time to begin."
And she waited until everyone looked ready.

"Now," said the teacher,
"We are going to make a dish."
"Good!" thought the little boy.
He liked to make dishes,
And he began to make some
That were all shapes and sizes.

But the teacher said, "Wait!
And I will show you how,"
And she showed everyone how to make
One deep dish.
"There," said the teacher
"Now you may begin."

The little boy looked at the teacher's dish.
Then he looked at his own.
He liked his better than the teacher's
But he did not say this.
He just rolled his clay into a big ball again
And made a dish like the teacher's.
It was a deep dish.

And pretty soon
The little boy learned to wait,
And to watch,
And to make things just like the teacher.
And pretty soon
He didn't make things of his own anymore.
Then it happened
That the little boy and his family
Moved to another house,
In another city,
And the little boy
Had to go to another school.

This school was even bigger
Than the other one.
And there was no door from the outside
Into his room.
He had to go up some big steps,
And walk down a long hall
To get to his room.
And the very first day
He was there
The teacher said:
"Today we are going to make a picture."
"Good!" thought the little boy,
And he waited for the teacher
To tell him what to do.
But the teacher didn't say anything.
She just walked around the room.

When she came to the little boy
She said, "Don't you want to make a picture?"
"Yes," said the little boy,
"What are we going to make?"
"I don't know until you make it," said the teacher.
"How shall I make it?" asked the little boy.
"Why, any way you like," said the teacher.
"And any color?" asked the little boy.
"Any color," said the teacher,
"If everyone made the same picture,
And used the same colors,
How would I know who made what,
And which was which?"
"I don't know," said the little boy,
Ane he began to make a red flower with
a green stem . . . . . .

GUIDE UTILIZATION

The activities included in this guide can be adapted for use in any subject area; however, some of the activities lend themselves for use more easily than others in a certain subject area. The format used for this activity guide attempts to point out suggested areas for specific usage.

The subject areas used to group the activities in this volume are as follows: fine arts, language arts, math, science, and social studies.

Listed with many activities are resource materials. Once again, these items are merely suggestions and do not have to be used specifically.

Also included on each page is a column entitled Evaluation/Outcome. This space is intended to be used for indicating a desired outcome for each activity. It is felt that many times the best outcomes from a particular activity are easily measured. Therefore, this column is included so that nonmeasurable objectives could be used with this guide, and so that each teacher might want to include his/her own objectives in this space.

GOALS OF THE AWARENESS PROGRAM

FOR GRADES FIVE AND SIX

1. The students shall have experiences that relate to life goals and occupations.

2. The students shall learn the importance of responsibility and dignity of work in becoming a worthwhile citizen.

3. The students shall further develop understanding of self as an individual, in relation to home, school and society.

SOCIAL STUDIES

GRADE LEVEL OR SUBJECT Social Studies AREA OR UNIT OF STUDY Interpendency and Dignity of Work Areas

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Construct an inverse kind of "family tree." Begin with primitive man who did his own labor completely. Show by a branching system how the divisions of labor developed.	Encyclopedias Social studies books	Children will be able to visualize the progression of the division of labor that led to today's specialization.
Outline needs of culture being studied--discuss and list resulting jobs--can be done with pictures.	Class discussion Text	Student recognizes relationship between culture needs and existance of jobs.
Do above activity with our culture. Could limit it to local area along with general needs (food, shelter, clothing).	Class discussion	Becoming aware of the many jobs being done locally to satisfy needs.
Take above list of occupations. Divide into small groups. Have students rank them from most to least important.	Group discussion	Should result in recognition of fact that no jobs can be ranked over others--all are interdependent.
Visit a factory if one is available. Project to follow up: plan to make an assembly line project (Christmas card). Divide class into teams. Assign each team a quota of 15 cards. Have each team divide labor--make paper right size, fold cards (stress neatness and accuracy) cut design, paste design on folded paper, write greeting. At the conclusion, display work of all groups. Discuss advantages and disadvantages of an assembly line.		

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Choose a large building, business, area, etc., and list as many occupations involved as possible. Discuss also, if that particular job was eliminated, how the operation would be affected. Example: hospital doctors, nurses, administrators, aides, cooks, nutritionist, builders, factories and their workers who made equipment, research scientist, computer workers, electricians, plumbers, electrical plant workers, truckers, packaging companies for medicines, ambulance drivers, telephone operators, school, restaurant, farm, hotel, library, etc. Have class make a mural to depict interdependence of all these people.		Make students aware of division of labor and interdependence. Make students aware of importance of all jobs.

GRADE LEVEL OR SUBJECT Social Studies AREA OR UNIT OF STUDY Career Choice

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Make a list of needs of families in our culture. Prepare "choice pictures" of various needs with approximate yearly cost. Food--pictures showing various qualities of fare with varying yearly costs. Shelter--pictures of varying qualities of housing with appropriate yearly costs (include utilities). Clothing, vacations, insurance, etc.--same as above. Cards with family size. Cards with jobs and approximate yearly income. Hand out a card to each student. He has to fill needs of the size family he received, using the job income he received.	Student prepared cards with pictures Teacher prepared prices Catalogs Magazines Newspapers Student research Career booklets Price cards taped to blackboards and placed around room Paper Pencils	Students recognize relationship between job they choose and the choices they must make in terms of need.
Read and dramatize a story or book about someone whose occupation particularly interests you.	Many books are available about famous people and their childhoods that describe how the person was led to a career.	Children will be able to relate their own lives to those of others before them.

GRADE LEVEL OR SUBJECT Social Studies AREA OR UNIT OF STUDY Self-Awareness

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Have each child write his favorite subject in school on a piece of paper. They must: A. Tell why they chose it. B. What they expect to do with the knowledge learned in that area.		Shows ability to express interest in future work.
List work or careers of parents--also, other members of their family. Learn the skills needed for the particular job of your father.		Become aware of jobs held by members of the family and how these jobs affect the home unit and the community.
Help children understand that any job is worth doing if it is desired by the jobholder. Accept your parents' jobs as worth knowing and talking about.	What Could I Be? Introducing the world of work to children, SRA, 1960.	Performance objective--Write a short story about your parents' work.
List some occupations and one that you are interested in. Then, tell the training that is required for it.	Reference books	Will be able to see that education is needed in training for a job.
In a given social studies assignment, list occupations named in the lesson. Name people you are acquainted with, who may have or do the same type work.		
Consult your classroom newspaper (classified section). Make a list of the highest paying job listings. Tell why this happens.	Classroom Newspaper	
Identify uniforms and dress of different jobs. See how this affects other type jobs because it offers work to industries.		

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Invite someone to classroom to explain various jobs. Let students ask questions of their choice. Let children choose their own tasks to perform in the schoolroom. This will show they know their own abilities. Use filmstrips, films, etc., to show various workers in different situations. Ask questions, such as (a) What is the worker's problem? (b) Is the worker qualified for his job? (c) What further training does he need?		Be able to see the endless list of careers one may pursue. Be able to identify own abilities.
List important events in life of a person in our culture--birth, starting school, graduation, job choice, marriage, death. Role playing in groups of these events and ceremonies.	Students	Student becomes aware of future events in his life--self-awareness.
List similar events in life of person in culture being studied. Role playing as above.		Student realizes the similarities as well as the differences between cultures.
Personal satisfaction after above activity, discuss choices made. Less education = less money? Job enjoyment makes up for less money? Job dislike isn't compensated for by more money? Wise choices make less money liveable.	Class discussion using materials from first activity.	Student becomes aware again of choices--both in job and lifestyle.
Each child construct a family tree of occupations in his family.	Magazines	

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
This could be done in poster size and the occupations could be pictured either by cutting out magazine pictures or by hand drawn illustrations or even by symbols for the occupations such as the barber pole, etc. This activity can draw a child's family into classroom activities and discussions with the child about his future as well as his past. Parents whose occupations are of interest and who are willing may be invited to come to the class and talk to the children about his career. (Options for students who don't have ancestors, parents: child could use a famous person, fictious occupations. Use your imagination.) Have children choose one well-known person from current events, television, or past history who they respect or would like to be like. The children should find out all the different jobs that person has had. Have them describe these jobs to the class, telling what the job is like and what you would have to do to prepare for that career. If the person lived in the past, is the job useful today? Discuss what personality traits these people have that makes them respected by the children. What would you have to improve about yourself to make yourself more like them?		Children will be able to: define "ancestors." understand how the occupations of our ancestors affect our choice of careers. develop a line of communication with their parents concerning their future careers.

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Read one of the following: the Declaration of Independence, the U. S. Constitution, the Gettysburg Address, or other important documents or speeches. Memorize part of a selection which child feels is especially significant. Point out the careers of these great writers of the above documents.	Compton's Encyclopedia Other references	Child will become aware of the fact that every American has a priceless heritage of freedom and can express his views as an individual.
Dramatize some of the rights guaranteed by the Bill of Rights. (Role playing is exercised here.)		Children will become aware of what it means to live in a free nation.
Make a chart showing contributions to America by such persons as George Washington, Thomas Jefferson, Horace Mann, Theodore Roosevelt and others.	Teacher--a file of teaching ideas	
Visit a town meeting on a proposal for developing some civic project, such as a public park, library or other project in your community. Bring out the role of politicians in public life. Make models of some historic building such as Independence Hall or the U. S. Capitol (an architect).		Will see how democracy works.
Visit places of local, state or national interest. Point out how many occupations were required at these places.		Child is aware of how people work, play and govern themselves.
Make a time line showing important steps in the development of American democracy. Show what new jobs were created by each development.		

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Show on a large map the territorial expansion of the U. S. Tell why new territory expanded job demands. Take pictures of: a. Activities that show group freedom. b. Activities that show individual freedom. Point out that freedom gives people the right to choose what work they like and what to do.		A greater awareness of their opportunities and responsibilities is developed.
Draw cartoons showing people at various jobs.	Newspaper and magazines	
Using pictures, show mechanized farming, a slum clearance, superhighway, reforestation, national parks, or other features of present-day America. The child will become aware of all the job opportunities these projects afforded.	Newspaper	
List inventions that have improved our standard of living. Tell why these inventions afforded new job opportunities.		
Write a letter to the editor of the local paper praising or protesting some article. This will show that individual child is aware of his belief of the right to be heard.		Stimulates interest and challenges their abilities.
Display posters of various parts of the U. S. tell why or why not you would like to live there. Ask questions such as: a. Were any of your ancestors from there? b. Where were you born? c. Where were your parents born? d. Does geographical location affect health?		

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Make a vocabulary list of words that have taken on more definite meaning for you during this study, such as freedom, liberty, privilege, etc. Select examples of American Literature that reflect life in the U. S. during our country's growth. Bring out careers, such as poet, essayist, author and publishers. Make list of articles in your home which are considered part of your heritage. Discuss work involved in their making. Show films and filmstrip relating to your heritage. Prepare a brief "Who's Who" of persons prominent in our country today and which one you would like to pattern your life's work after.	"The World of Mankind" Follett "Free to Be You and Me" McGraw-Hill When You Grow Up, Trend Enterprise	Child takes pride in enlarging his vocabulary so he can work independently.

GRADE LEVEL OR SUBJECT Social Studies AREA OR UNIT OF STUDY Career Information

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Given a list of 5 occupations, the child will be able to identify at least one skill in each occupation that requires training.		Education as training for career in the world of work.
Identify one skill in each of ten jobs advertised in the classified section of a daily paper. Name the subjects that you are now studying that would help you develop each skill.	Ad section of city paper	
Have student interview teenager (brother or sister) who have part-time employment. How does this job relate to careers that they expect to enter? What additional education and training they will need to enter the career of their choice?		
Have students conduct interview with students who go to college. Name their career goal. How much additional training or education will they need? Do their hobbies or interests relate to careers of their choice?		
As an area is being studied, students could work in small groups and determine the effect geographical conditions would have on types of occupations found there.		Geographical locations determine some types of jobs.

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Have students set up "interest centers" with books, stories, newspaper articles, collections, crafts, that pertain to areas being studied and discuss occupations that would be present.		Research, collecting organization, and art display.
Show film Food from the Sea so students will see getting a living from the sea can be an occupation.	Food from the Sea, Barley Films Association, 11559 Santa Monica Blvd., West Los Angeles, CA	
To demonstrate how technology changed occupation possibilities in a farming area. Write an implement company requesting catalog of machinery. Use pictures to make a bulletin board showing different uses of equipment. Discuss various jobs available in agricultural region.		Using skills to get information.
Have students make a mural illustrating "Man and Change Maker." Start with a base drawing of ground, sky, water. Make cutouts of manmade things to add to base drawing. Include roads, bridges, houses, cars, telephone poles, airplanes, ships, factories, etc. Discuss different occupations needed in each of these things and skills involved as education, experience.		
Have students think of jobs they have read about or seen on TV that no longer exist (use are being studied) and the reasons why: Needs of society Usefulness Economics Industry and Production Technology		

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Show filmstrip, Our Changing World.	Department of Education, San Diego County, Audio-visual Service, San Diego, CA	
Interview one worker who has been in his occupation at least 10 years to see how technology and science have changed his work.		
Group activity: Students may research on how to begin a newspaper and the different jobs that are available in the industry. Examples of books available are: Let's Go To a Newspaper, Soatin, Laura, Putnam; I Want To Be a News Reporter, Green, Clara, Children's Press.		
Guest speaker: a newspaper employee. Students should have list of questions made prior to visit.	Community	
Field trip: Student's may, if possible, visit local newspaper establishment or printing company.	Sedalia Democrat Walker Publishing	
Filmstrips: Show filmstrip on newspaper industry. Examples: Here's How We Print The Newspaper in America The Newspaper Reporter		
Students may develop their own newspaper by role playing situations dealing with setting up their paper, selection of staff, etc. The students will actually produce and distribute a paper.	Putting Your School Newspaper to Work Paper, stencils, typewriter, etc.	Students will discuss the function of a newspaper; its role in the community; its organization; and the different jobs available in the newspaper industry.

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Make a visit to a grain elevator to observe how grain is stored, how grain is moved in and out of storage, buys the grain, how grain is sold, and other ways operators of grain elevators earn money.	AG*op Services, Inc., 103 E. Pine, MFA Exchange, 2200 Clinton Rd., Sedalia, MO	
Field trip: Make a visit to a grain exchange or a grain broker or invite a broker to talk to students in the classroom.	Community	
Film or filmstrip: Show films or filmstrips that explain movement of grain from farm to market and people and occupations employed. Examples: FOCUS ON AMERICA "Farmer" "Agriculture/Farming" "Agriculture/Processing"	SRA	
Have students explore books to increase their knowledge of farm industry. Agriculture U.S.A.: America's Most Basic Industry, Lent, Henry B.; New York, Dutton. Men at Work in the Great Plains States, Rubicam, Harry; New York, Putnam	School library Films, From Farm to Market, Encyclopedia Britannica U. S. Great Plains: The Wheat Farmer, Encyclopedia Britannica	Students should be able to determine various aspects of farm industry, employment, economy, etc. To acquaint students with the world of work.
Reports: Have students make reports on the comparison of forestry workers in Latin America and Canada with those of the U. S.	State Forestry Division, Jefferson City, MO University of Mo., Forestry Division, Columbia, MO U. S. Dept. of Agriculture, Washington, DC "Living as American Neighbors" Follett and Company	

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Films and filmstrips: Show filmstrips in the classroom depicting forestry services and careers.	Films and filmstrips, Hardwood Forest Community Structure, Forest Conservation Today, SVE; Forester, SRA; Forest Conservation, Forest Producers, Forest Ranger, Tree Bank, University of Mo., Columbia, MO	
Panel discussion: Have a panel discussion in the classroom concerning jobs associated with the forest industry. Examples: ranger, conservation agent, fire fighter, lookout tower attendants, logger, etc.	Encyclopedia	
Bulletin board: This may be prepared in the form of a chart to prepare for a future in forestry. Ideas and information may be taken from: "Forest Technicians," "Foresters," "Forest Firefighters," "Park Ranger," "So You Want To Be a Forester," "Forestry Schools in the U. S.," "Forest Service," etc.	WORK Pamphlets SRA	
Guest speaker: Invite an agent from the forest service to visit the students.	State Forestry Division, Jefferson City, MO 65101	To expose the students to the many jobs provided in the forestry service; to develop information and respect concerning those positions. To develop a respect for the world of work.
Read books related to the forestry service.	The How and Why Wonder Book of Trees; Tall Trees, Holbrook; Northern Woodlot Needs; See Through Forest	

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Have the class figure the amount of feed required and the cost of the feed using the following information. In Missouri, the average daily gain for steers from weaning at 150 lbs. to slaughter is 2 ½ pounds. At one year, the heifer should weigh about 850 pounds. A calf eats 8 pounds of feed to produce one pound of gain. Have some students interested in medical and scientific fields investigate and report to the class some of the health problems faced by a livestock producer. How does he use preventive medicine? Have any of the drugs used on animals affected the consumer? What pests present problems? What insecticides or sprays are used? Invite local farmer, livestock producer, businessmen, plumber, professional persons to discuss their work and how knowledge and skills in subject areas effects their success and competence. Focus on specific examples, record keeping, measuring, planning, computational activities, etc.		Lead student to appreciate that all occupations require the daily use of knowledge and skills in school subject areas.
Ask the class to listen to the farm report on radio and TV and read the agricultural news in newspapers and magazines. What kinds of information do they give? Of what importance are they to the farmer? What kinds of ads do they have? Are they different from ads usually seen or heard in non-farm areas? Are the topics different according to the time of year? Why? A field trip to a local radio or TV station or newspaper including an interview with the station business manager, focusing upon the relationship between ad income and programming content, etc.	Radio, TV Newspapers, magazines	The student will become aware of the interdependence between media and community. Student will become aware of some of the practical considerations in news coverage, advertising and program planning. Student will be exposed to various career opportunities in the news media.

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Obtain copies of farm implement catalogs. Designate some students as salesmen and some as customers. Allow students to obtain "best price" for needed equipment. Students may determine total cost (sales tax, commission, etc.). This activity will correlate very well with math unit on percentage and commission.	John Deere and Company, John Deere Road, Moline, IL International Harvester, 401 N. Michigan Ave., Chicago, IL	
Guest speaker: Invite several local farmers to the classroom to explain their farm operation and the equipment necessary to the students. If possible, these should represent various types (cattle, hog, grain, etc.). Students should have questions prepared in advance.	Community	Efficient use of farm tools brings about changes in economy and lifestyle.
If possible, following the guest speaker, students could make one or more trips to various farms in the area and view the actual equipment in use. Another alternative is to visit local implement dealers to view equipment.	Community farms: Gibson Implement Co., Harvey Bros. Co., Stevenson Tractor Co., Sedalia Implement Co.	
Cut pictures from brochures and catalogs obtained to make a collage mural of modern farming operations and equipment.	Catalogs Brochures Art supplies	Students should be able to determine change in farm economy from use of various tools.
Encourage some interested students to investigate local occupations which are supportive to the production of livestock or row crops such as the veterinarian, extension agent, farm equipment salesman, feed company operator, seed salesman, etc. Have students make a bulletin board display showing the interdependence of these workers. If possible, show how a decision made by one of these workers will affect the work of others.	Food From Farm to Home, Water Buehr, William Morrow & Co., Inc., New York, NY Agriculture U.S.A., Henry B. Lent, E. P. Dutton & Co., Inc. New York, NY, 1968.	Given a decision "situation" student will prepare a brief oral report on how such a decision may affect related services and occupations.

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Have the class investigate how a livestock producer knows how many animals to raise and when he should sell them. What are some factors which influence his decisions? Listen to the stock market report for two weeks. Record and graph the findings.	The Farm Community, Encyclopedia Britannica, Educational Films, Inc., 1969, film. Meat - From Range to Market Encyclopedia Britannica, Educational Films, Inc., 1973, film.	Examples: Farmer decides to switch from cattle to swine operation. Farmer expands farming operation from 600 acres to 1,000 acres. Machinery dealer sells farmer larger, more expensive, but more efficient tractor, plow, disc, etc.
Students research the types of jobs available in the military and the advantages and disadvantages of a military career. In this activity students would visit local recruiter or invite him to school for an interview based on class-developed questionnaires and observation forms. Sample questions might include: What career opportunities are there for women and minorities? What are the fringe benefits in terms of medical help, educational opportunities, travel, retirement, job training, vocation, etc.? What are the intangible rewards of a military career (like opportunities to exercise leadership)? What are the intangible drawbacks (loss of autonomy)? What are the disadvantages of a military career? Unpleasant travel? Conflicts between obeying orders and following one's conscience? Loneliness or boredom?	Local recruiter Recruitment literature Career military persons as well as enlisted members Military base or National Guard Unit	Write a brochure on the advantages and disadvantages of a military career.

GRADE LEVEL OR SUBJECT Social Studies AREA OR UNIT OF STUDY Career Information

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Invite a representative of a public employment office or a personnel worker from a large company to visit the class and discuss: Basic skills required for almost all employment. Varying degrees of specialization required. The effect of school records on applications for employment. The effect of personal references on employment opportunities. The problems typical of the "hard core" unemployed. The relationship between school and employment opportunities. What happens to unskilled people. What schools could do to help prevent the problems of the unemployed. How school habits can become work habits. What he or she learned in school that helps with his or her present work. Arrange with local company/factory employment offices to have students individually fill out job application blanks and, if possible, be given a job interview (group or individual).	State employment office Large company personnel manager	After the speaker leaves, have students review the interview and note the key points that divide people who are successful at work from those who are unsuccessful. List the positive traits in one column with the corresponding negative traits in a second column. In a third column, note whether or not the same positive characteristics are typical of successful students, or "no" if it does not apply.

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Career of the Week		
Use one social studies period each week for discussion of careers. Students will select careers for discussion. Method of discussion will vary each week and time will be both profitable and enjoyable.	Bulletin boards, newspapers, magazines Resource people of community	Career awareness will result from a regular study of careers. They will become conscious of the many and varied opportunities life has to offer them.
Volunteers will make presentations on choice careers and provide their own material for their reports. (Teacher may help with material.)		
Whole class will keep a file of pictures related to careers. They will share with classmates for reports. These pictures will be used from time to time for room display, on bulletin boards, etc.	Magazines, books	Keeping a file will become a useful tool in the learning process.
Each student will make one written report about a career.		
As a special treat, teacher will show pictures of careers and have students guess what they are. It will become a game, by having two groups and seeing which group wins.		
Change room pictures often to stimulate interest in different careers.		
Assign research on a particular career as an accelerated activity for top students.		The student will understand why training is important to careers.
Invite resource people of the community to your classroom for talks to the class. As a follow-up activity, visit places talked about for more information.	Children's Dictionary of Occupations; Popeye Series, King Features; Career Awareness Program	

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Make a list of the careers you can think of and name people you know in any career on your list. Start with your own community.	Magazines Newspapers Help from parents	Begin to realize how conforming to rules and accepting responsibility relates to worker's success in any career.
Use films, filmstrips and other audiovisual aids to present career clusters to pupils.		
Use role playing, student newspapers, etc., to gain insight into students' personalities.	School and Community, January 1976	Student becomes aware of his abilities, his weaknesses and his strengths, and realizes that everyone is an individual.
Bulletin board: showing areas or careers in oceanography. This may also be made as a collage. These may include underwater archeologist, marine surveyor, oceanographer, occupations relating to fishing, tourism, etc. in the ocean.	Catalogs, books, art supplies Bell Telephone Company Missouri Oil Council, 208 Madison St., Jefferson City, MO 65101	
Filmstrips: To emphasize careers in oceanography as well as famous men and women in the field. Examples: Emphasis may be placed upon industries which have developed as a result of sea exploration, (oil, food, water, etc.).	The Restless Sea; Horizons Deep, Horizons Wide; Oceanography I and II; Oceanography Loops SVE	
Students may write and enact the lives of famous aquanauts: Scott Carpenter, Jean Jacques Cousteau, J. Richard, etc.	Childcraft Vol. 12 World Book	
Books: Read books pertaining to oceanography.	Reading to Learn, Harcourt Level 5; Cavalcades; Builders of the Bridge, Enough for Everyone; Wide Horizons, The Tide in the Attic, Scott Foresman	

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Use display of books I Want To Be a Forester I Want To Be a Musician I Want To Be a Beauty Operator I Want To Be an Architect	PZ 10, B 1472, IB ML 3930, A 2, .G74 PZ 10, B 1472, I B PZ 10, B 1472, I B	
Filmstrips. People at Work	A library of six occupations which shows by a filmstrip, a cassette, and booklets what goes on in various occupations.	
Use Career Flashcards by Counselor Films, Inc. These are designed to integrate career awareness in the classroom.		
Choose occupation--outline steps for attaining it. --cartoon strip of person carrying out steps (with possible obstacles??) --role playing of steps --compare with how person attains life's occupation in culture being studied	Reference books, career library books, Popeye Comics (career), interviews, class visitors Text, class discussion	The student will recognize relationship between preparation and attaining the job he desires. Student realizes opportunities and options to him which may not exist in other cultures.
Choose an occupation from culture being studied. Describe required preparation--role playing, written, drawings.	Text, class discussion	
Use same or similar occupation in our culture. Describe required preparation--role playing, written, drawings.	Student research, interviews Career booklets	Student will become aware of differences and similarities (in preparing for job) between ours and studied culture.

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Have students discuss necessity of laws. Have students make up some rules that would help solve a problem they are having. Discuss their qualifications for having made up those rules: Aware of problem and its causes. Know limitations of the school. Will be subjected to those rules.		Students become aware of need for rules and laws.
Have students find out the qualifications needed to be a lawyer; town councilman; congressman--state and U. S.; judge; President.		Students become aware of who makes our laws and their qualifications.
Discuss reasons for these qualifications.		
Turn to acknowledgments in social studies text. Go through the names to see what kind of people were involved in making of the text.		
Make a step by step list of what happens from the time the book is written until it gets to school (printers, salesman).		
Discuss what is the difference between the writing of a text and the writing of a novel.		
Have children write a book as a class, setting up committees for script writers, illustrators, printers, cover design, binding.		
Have students choose a subject for a historical account. Perhaps their birth, the visit of a relative, Christmas morning, accident that happened to a person in their family, an incident at school like last week's football game, etc.		

GRADE LEVEL OR SUBJECT Social Studies AREA OR UNIT OF STUDY Using Maps

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Teacher explains map to be studied--explains symbols and how to read map as to direction and scale. Start with map of the U. S. because of its familiarity. Locate where you live in U. S. and tell job of your parents.	U. S. map	Be able to read and follow routes on a map where careers may demand you be.
Have children locate states where friends or relatives live. Tell <u>why</u> they live there.	U. S. map	To know why certain geographic areas afford careers because of health, demand or other reasons.
Identify all states--name ones you have visited.		
Have children assemble puzzle maps of U. S. to learn location of states.		
Note important highways across U. S., learn to read signs and scale for distance.		Be able to see why some areas of the country demand larger and better roads because of their industrial nature, etc.
Know directions and place them on maps as directed. Place mountains, railroads on map by following symbols.		
Make a map collection of various kinds and explain their use such as a road map, city map, weather map, etc.	Collect them from various places.	To see how maps help us and why a career can be had by making maps.
Plan a trip on a map and travel through several states. Be sure to visit places of industrial value.		Children will be able to identify geographic features and major cities--can see why industries may be located here.

MATHEMATICS

OBJECTIVE: Making child aware of possible jobs or occupations.

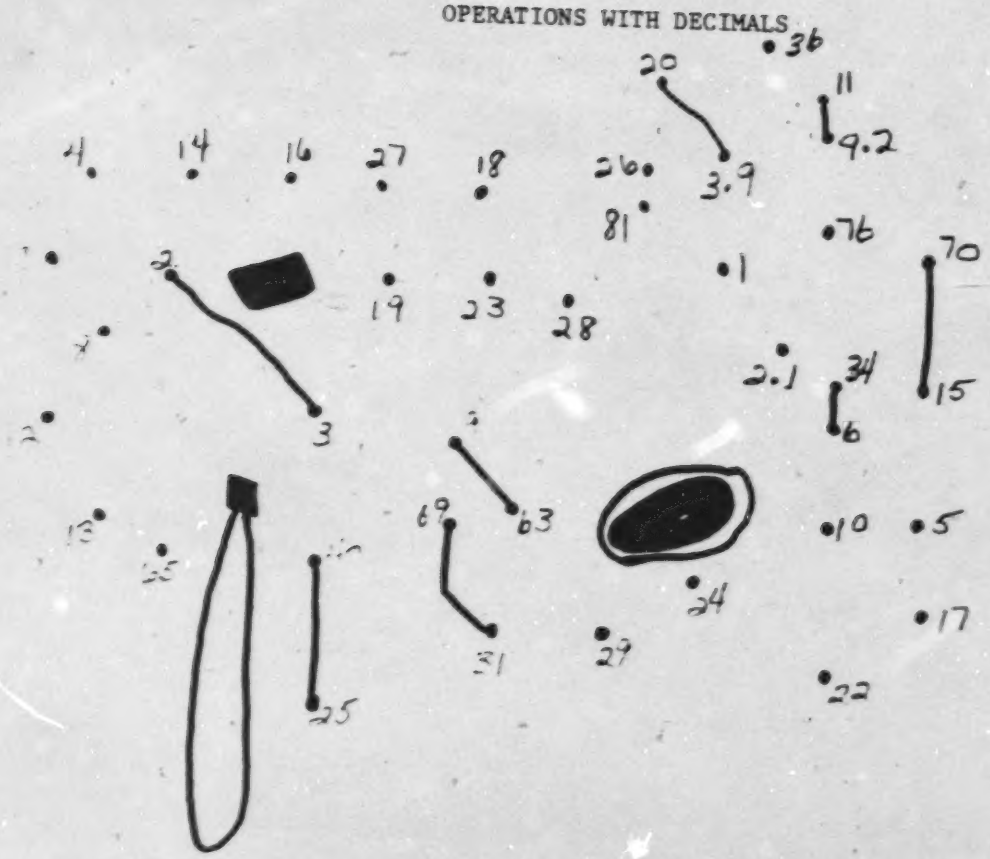
GRADE LEVEL OR SUBJECT Math AREA OR UNIT OF STUDY Basic Operations

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Using subtraction, addition, multiplication and division or any other operation which needs additional practice--Have child make a dot-to-dot puzzle using one of the operations above to depict some area of occupation or job interest. Example: Camera formed by dot-to-dots using math problems would be indicitive of a photographer, TV cameraman, movies, newspapers, etc. Motorcycle could indicate policeman, deliveryboy, stuntman.	Math Amusements, Midwest Pub. p. 26, p. 28, p. 30 Film, Why Work? Houghton-Miffin	Through math activity, child could demonstrate his interest and awareness in a field or area.

GRADE LEVEL OR SUBJECT Math AREA OR UNIT OF STUDY Decimals

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Methods and careers connected with travel. Include land, sea and air transportation--be sure to include space travel. Charts showing distances between major cities. Figure time required to travel in given types of vehicles at given speeds.	Transportation films Road maps City maps King Features "Popeye Series" on transportation	Understanding of time, distance and speed relationships. Practical uses of multiplying and dividing by decimals. Relate to many careers in the transportation field. Understand differences between business travel and travel for pleasure.
Using a daily practice lesson in some area, make up a dot-to-dot picture formed by the answers to the problems. Only correct answers will make picture. Ask some questions regarding this picture and its related job field. (see example next page)	Coloring book, math book Children's Dictionary of Occupations PZ, 9, .W63, Co ELEM, Come Work With Us in a Newspaper Early Career Series by Lerner Pub.	Making child aware of various jobs and careers.

OPERATIONS WITH DECIMALS



Connect the answers in order.

1. 2.3 + 8.6 + 5.4 + 9.7 =
2. .004 x 500 =
3. (4.34 + 8.61 + .05) x 5 =
4. (.04 x 7.5) + (.015 x .8) =
5. (.029 + 5.8) = (.829) =
6. (425 x .032) + 1.4 =
7. (29.48 ÷ 4) - 1.37 =
8. 4.3 + 8 + .75 - 3.05 =
9. 1.3 + .27 + 28 + 1.43 =
10. 450 x .002 x 70 =
11. (283.41 ÷ 9) + 2.51 =
12. (2.8 x 4.5) ÷ 6 =
13. 14.2 + 3.7 - 8.9 =
14. 200 x 4.6 x 1.5 x .05 =
15. (4.2 + 11.8) ÷ (8.3-7.9) =
16. (.45 x 8) - .6 =
17. 4.3 + 82 - 9.8 - 6.5 =
18. 15.64 ÷ 1.7 =
19. .001 x .2 x 76 x 5000 =
20. (2.9 + .03 + 6) ÷ 8.93 =
21. 46.8 + 29.73 - 52.61 - 20.02 =
22. (.99 ÷ .09) x (.47 + 53) =
23. .5 + .47 + 29 + 6.03 =
24. (.9345 ÷ .05) + 1.31 =
25. 4.5 x 3.6 x 5 =
26. (50 + 1.25) x 2.4 + 96 =

In what careers would you use this?

Could you use it just for fun? how?

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GRADE LEVEL OR SUBJECT Math AREA OR UNIT OF STUDY Metric System

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Purpose: To show how one would use metric measures and instruments when baking a cake. Baking a Metric Cake "Chocolate Cake a la Metrics" 448 g sugar — 210 ml cocoa 112 g margarine — 5 mg soda 2 eggs — .24 l buttermilk 5 ml vanilla — .50 l flour 24 l boiling water Cream sugar and margarine. Beat in eggs and vanilla. Dissolve soda in buttermilk and add alternately with dry ingredients. Blend in boiling water and bake in large loaf pan or layer pans at 177°C for 30 minutes.	Metric scale Liter measure Cookbook or recipe Celsius thermometer Extension Division, Think Metric, University of MO-Rolla PZ, 10, .S558 When You Go To the Hospital R, 690, .D38, Careers in a Medical Center PE, 1127, .F6, B3 How Foods are Preserved QC, 92.5, S.476 The Meter QC, 92.5, .S46 The Gram QC, 92.5, S.48 The Metric System QC, 271.4, S.48 The Celsuis Thermometer QC, 92.5, S.47 The Liter	This is a practical lesson in using metrics as they will be encountered by various people in the career fields of home-making, cooking, dietician, home economics, publishing cookbooks. Outcome Better insight into the metric system as it will be used in everday work.

GRADE LEVEL OR SUBJECT Math AREA OR UNIT OF STUDY Metrics

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Invite a pharmacist to the classroom to explain his role in the local drug store. Have him explain how the metric system is used to weigh and measure medicines and its importance in mixing medical ingredients.	Local pharmacist, career pamphlets SRA, Career Development Lab #9	This activity is important as we have community involvement. The student can examine concepts of the community occupation possibilities in the community and the needs of society.
Drawing to scale in metrics (or English)--This can be a very simple project like reducing rectangles or squares or more complicated, as scaling down a room, depending on how much you want your children to get out of the project.	Metric rulers and tape measures Blueprints, books about engineers, builders, contractors, road building T 65, .S39, Teach Children About Technology PZ 9, W63 Come Work With Us Series, TH 4811, .S45 When You Build a House, Th 159, .R35 Careers in Construction PZ 10, .B1472 I Want To Be An Architect KT, ELEM, CE 19 Building a Building	Develop awareness of the importance of measuring and math in the building and construction trades.

GRADE LEVEL OR SUBJECT Math AREA OR UNIT OF STUDY Measurements--linear

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Invite a farmer or truck driver in to talk to class. Have them tell class how they use the concepts of averaging in their jobs (figuring mileage, gasoline used, number of bushels per acre). Also have them tell class any other ways they need math in their jobs (record keeping, income tax, banking, etc.). Do mathematic problems on mileage, load weight, and distance.	Film Lifeline on Wheels ,free Swank Motion Picture, Inc., Sponsored Film Dept., 201 S. Jefferson Avenue, St. Louis, MO 63166 SFA Kit Filmstrip series from Westinghouse, Series II Transportation, Career Education Clusters Fathers Work, Educational Activities, Inc.	To acquaint the student with educational skills needed in choosing and holding a worthwhile occupation.

GRADE LEVEL OR SUBJECT Math AREA OR UNIT OF STUDY Money

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Give each student a list of items to purchase at the store and have them go through the ads from one store and see how much their shopping list adds up to.	Newspaper Filmstrip, A Direction for Tomorrow, Bowmar, 622 Radier Dr., Glendale, CA 91201 Set 5, Cabbages to Kings and Various Things Filmstrip from Westinghouse, Our Economy (6 filmstrips)	To acquaint the students with the processes involved in decision making.
Next week allow each student $20 and have them see how much they can buy for $20.	Whay Happens, Reilly and Lee Henry Regnery Co., When You Spend Money, HB, 171.7, .S48, SFCC Periodical, Career World, Curriculum Innovations Inc., November, 1972.	To acquaint the students with the processes involved in decision making.
Have students take a newspaper ad from the previous year and compare prices with present day prices.	Career tapes, MacMillian Library Service, Unit II--Hotel Manager #10, Purchasing #8, Food Service Manager #14, Home Economist #14 Filmstrip from Westinghouse, Career Education Clusters Father's Work, Mother's Work Women in the World of Work, Rental $15, Houghton-Miffin	To have students understand the jobs of their parents and guardians and the changing needs of society.

GRADE LEVEL OR SUBJECT Math AREA OR UNIT OF STUDY Money

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Ask--How can a student your age earn money? Divide class into groups to study overall aspects of our monetary system. 1. History of money 2. Definition of money 3. Kinds of money 4. Substitutes for money 5. Value of money 6. Importance of banks Use panel techniques for reports.	Pink Pebbles--Community Decision Game, Education Venture, Inc., 209 Court St., Middletown, CN 06457 Let's Go to a Bank, Scotin, Laura, Putnam, 1957 Let's Go to the U. S. Mint, Rosenfield, Bernard, Putnam 1960 Wall Street Careers, Sarnoff, Paul, Messner, 1968 I Know a Bank Teller, Williams, Barbara, Putnam, 1968	To that each child will understand and recognize property rights which are his own and others and respect these property rights. Also that this property is obtainable through regular jobs at home and school.
Discuss value of record keeping in class. Points to make: 1. Prevent duplicate payment of bills 2. Income tax purposes 3. Planning a family budget	The Story of Checks, Federal Reserve Bank of NY, free SRA Occupational Briefs, 16 bookkeeping machine operators, 12 cashiers, 91 credit collectors Filmstrip from Eyegate Series The Checking Account, V 17003 Travel of a Check V 17004 Bank Balance, V 17005	So the student can see the concepts derived from basic education necessary to obtaining and accomplishing an occupation or a job.

GRADE LEVEL OR SUBJECT Math AREA OR UNIT OF STUDY Money - Banking

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Students make out sample budgets.	SRA occupational briefs 46 bank officers, 11 bank workers, 16 bookkeeping machine operators, 165 securities salesman, 252 typists Filmstrips from Eye Gate Series The Nature of Money, V 17001 The Checking Account, V 17003 Bank Balance, V 17005	To develop a positive attitude toward work as a means of obtaining a living and life's goals. Budgeting requires a development of decision making and self-control.
Field trip to a local bank. Have banker show students around bank, explain duties of personnel, different forms and what they are used for, difference between checking and savings accounts. Have students talk to loan officer, teller, accountant, file clerk, and other personnel as time will allow, finding out what they like or dislike about their jobs.	The Story of Checks, Bank of NY, free Your Money Supply, Federal Reserve Bank of St. Louis Money Master or Servant, Federal Reserve Bank of Atlanta, GA Filmstrips from Eye Gate Services of a Bank, V 17002 Federal Reserve System, V 17006 Bank Kit by Wollensak, American Bankers Association, 90 Park Avenue, NY 10001 (free) SRA occupational briefs, 46 bank officers, 11 bank workers, 16 bookkeeping machine operators, 12 cashiers, 91 credit collectors, 322 data processing machine operators	To better prepare a student to exhibit skill in choosing a worthwhile occupation, expose student to actual job situations.

GRADE LEVEL OR SUBJECT Math AREA OR UNIT OF STUDY Banking - Money

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Learn how to make out check - deposit and withdrawal slips. Set up a retail store--each child getting money points for assignment done correctly--A worth $1, B worth 75¢, C worth 50¢, and D worth 25¢. Then have the class bring things for store--old comic books, cookies, bubble gum, trading cards, donated articles from merchant. Set up store with manager, pricing clerk, check-out clerks (students take turns). Set aside one day a week for making purchases. Students may bank their money--write checks on what they have in bank. Bank consists of bank president, loan officer tellers, accountant. This activity may be limited to just one month or be extended through school year.	328 file clerks, 297 guards, watchman, alarm system workers, 276 keypunch operators, 15 messengers and office boys, 154 office machine service men, 165 security salesmen, 252 typists Money Master, Harry E. Neal, Messner, 1961 At the Bank, Elinor Rees, Melmont, 1959 Let's Go To the U. S. Mint, Bernard Rosenfield, Putnam, 1960 Wall Street Careers, Paul Sarnoff, Messner, 1968 Let's Go To a Bank, Laura Scotin, Putnam, 1957 I Know a Bank Teller, Barbara Williams, Putnam, 1968	To help student identify himself in his role as a member of the community. Role playing helps students to see advantages and disadvantages of jobs or occupations in life-like conditions.

GRADE LEVEL OR SUBJECT Math AREA OR UNIT OF STUDY Banking, Percent

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Have loan officer explain to class how he uses percent in his work. Let him show them his percent books and how he reads them.	Come To Work With Us A Bank What Happens When You Put Your Money In a Bank What Happens When You Spend Money Career Banking Available from SFCC The Name of the Game is Money, Educational Council, The American Bankers Assoc., 1120 Connecticut Ave., NW, Washington, DC 20036 (free)	To acquaint students with advantages and disadvantages of certain occupations and math skills needed in these areas.
Preparing a deposit slip. Sorting out and preparing money for bank deposit. Students could make a bulletin board showing the many phases of banking as related to the world of work.		To develop in the student a positive attitude toward working because of rewards that are obtained through the students' efforts. To provide the child with the opportunity to describe the advantages and disadvantages of this type of occupation as a career field.

GRADE LEVEL OR SUBJECT Math AREA OR UNIT OF STUDY Banking

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Who am I game?--using various members of class to role play employees of a bank.	SRA occupational briefs, 46 bank officers, 11 bank workers, 16 bookkeeping machine operators, 165 securities salesmen, 252 typists At the Bank, Elinor Rees, Melmont, 1959	Through role playing child will demonstrate the advantages and disadvantages of working in a bank, will develop interests for those who have had little contact with the world of finance.

OBJECTIVE: Awareness of possible occupations or jobs and concepts derived from basic education necessary to their accomplishment.

GRADE LEVEL OR SUBJECT Math AREA OR UNIT OF STUDY Geometry

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Bring up the questions--Why do we need to know how to measure angles? What jobs do you know about that angles play an important part? Let children think of their own list.	List: architect, surveyor, math teacher, draftsman, carpenter, astronaut, designer, artist, decorator, navigator, pilot, co-pilot, fire-spotter, airport controller Suggested follow-up reading: Come to Work With Us, Houghton Mifflin What Happen, Reilly and Lee Books When You Build a House I Want To Be an Architect-- I Want To Be Series by Benefic Press How Schools Help Us, Benefic Press	Makes the student aware of all the occupations and jobs requiring some basic educational knowledge.
Have a surveyor come into class to explain his job and the tools of his trade. How he uses these tools to help him measure angles. Have him tell the advantages and disadvantages of his job. (You may substitute a fire-spotter or pilot etc. for surveyor.)	Highway surveyor, highway dept., and his tools Filmstrip from Westinghouse, Construction, Series I Transportation, Series II	We have community involvement as well as awareness of possible jobs and occupations and basic education necessary to their accomplishment.

OBJECTIVE: Examine the concept of community, work role occupation possibilities and the changing needs of society through role playing.

GRADE LEVEL OR SUBJECT Math AREA OR UNIT OF STUDY Geometry

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Have class role play the building of some kind of structure and how angles are important to its construction.	Kit, CE5 Job Experience, Science Research Associates, Inc. Draftsman Carpenters	Students will be able to experience through role playing process of training and performing as occupation. Can also express their concepts of the advantages and disadvantages of the occupations.
If there is some kind of construction going on in the community, take the class to the construction site. Watch the men at work as they measure, cut; measure, hammer. Ask the foreman if he would be kind enough to tell the class all the different kinds of workmen who have worked on the construction of this building. Have him explain to the best of his knowledge what each job involves.		Child may express an awareness of possible job fields he might be interested in investigating. Community involvement is expressed in this activity.
Take a field trip to an airport control tower to see the use of measurements of angles in actual job practice. Talk to the controller, a pilot, a navigator, and get their views on their occupations. Have them tell the children the advantages and disadvantages of their jobs.	Control tower at airport Airport personnel	The student will be able to analyze various jobs in terms of their interests, skills and desires. They will be motivated toward basic educational needs to help them obtain their goals.

GRADE LEVEL OR SUBJECT Math AREA OR UNIT OF STUDY Geometry

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Find circles, rectangles and triangles in room and discuss why they are used where they are.	Films	Realize utilitarian as well as aesthetic uses of shapes.
Look at pictures of homes and identify shapes.	Pictures, magazines	Relation of geometry to everyday life and careers.
Take a walk to observe shapes in buildings, streets, bridges, etc. Discuss value of each.	Local workers	
Invite building contracter or carpenter to discuss his profession.		
Explain how different shapes are interesting as well as useful.		
Make a picture graph using coordinates. For subject of your graph, use some symbol of a job or occupation that you think you may be interested in investigating further.	Film, Why Work, Westinghouse Math Amusements, Midwest Publishing, p. 36, p. 38 Career Insight and Self-Awareness Games, Houghton-Mifflin	Using a math activity to help child express his desire or awareness of possible job fields he might be interested in investigating.
Career Insight and Self-Awareness games are designed for grades 4 to 6. These games may be used as an additional activity as needed. They deal with all aspects of work awareness and self-concepts and can be used to bolster job awareness in various math activities.		The child is helped to think of likes and dislikes, to assert their own personality, to recognize their strengths, to judge themselves in future work type situations.

GRADE LEVEL OR SUBJECT Math AREA OR UNIT OF STUDY Graphs

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Having identified the math skills used by certain workers such as cashiers, surveyor, etc., the student will construct a bar graph showing other occupations in which these skills will be used.	SRA Job Experience Kits Houghton-Mifflin Career Kits 9-62525 Industrial 9-62526 Business 9-62530 Semi-skilled Come To Work With Us, Houghton-Mifflin, House construction, a dept. store, a bank, aerospace, etc. What Happens Series, Reilly and Lee-Henry Regnery Co. At a television station, put money in a bank, when you build a house, etc.	The student will support by example ways in which general attitudinal, intellectual, and manual skills are used in various occupational areas; and how they are transferable in the accomplishment of a variety of jobs.
Make a graph showing density of forestry areas containing parks or a graph of natural wooded areas in state, country, or local area. Discuss jobs related to forestry. You might have the conservation department send out a conservation officer to talk about forestry as a career to the class.	Paper, ruler, facts from resource or reference material Film, The Forest Grows, 10 min., $1.50 rental Forest Ranger, 10 min., $1.50 rental University of Missouri, Columbia, MO 65201 Work pamphlets, forest tech., forest firefighter, park ranger, field officers Career Education Clusters, Westinghouse Filmstrips, Series V, Public Service	For each student to become aware of occupational opportunities available in his community.

GRADE LEVEL OR SUBJECT Math AREA OR UNIT OF STUDY Graphs and Scale Drawing

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Make graphs showing hourly, weekly, monthly, and yearly wages of various kinds of workers employed in your local area.	Local people can be interviewed Trade magazines of various occupations often have this information Local unions will usually give out this information	The student is made aware of monetary rewards obtained from gainful employment and also is made aware of occupational opportunities in his community.
Working in small groups or committees, the students will participate in the design and construction of a scale model of a lumber camp, farm community, factory, etc.	Career Awareness Filmstrip Series by Educational Activities, Inc., Freeport L. I. NY 11520--Deals with workers at school, hospital, building construction, airport. SRA, 259 East Erie St., Chicago, IL 60611--Job Experience Kits, Widening Occupational Roles Kit	To see that vocational preparation requires skill development and the student will combine attitudinal, mental, and manual skills in accomplishment of a variety of jobs.
Invite an architect or draftsman in to discuss his job and show how scale drawings are used in his occupation. He can explain education needed for his field and likes and dislikes. Have class make a scale drawing of classroom; determine your scale and make everything to scale. Have student make a model of his room or house to a certain scale-floor plan is all that is necessary for house.	A Direction for Tomorrow Series by Bowmar, The Nation's Builders (filmstrip) SRA Career Development SRA work pamphlets Come To Work With Us Series Innovations, Inc., Career World, October 1972, November 1972.	Have students see how educational skills are needed in choosing a worthwhile occupation. Have student analyze the processes and skills derived from basic education needed for accomplishment.

GRADE LEVEL OR SUBJECT Math AREA OR UNIT OF STUDY General

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
At beginning of a month/year, place large letters of alphabet around room and list under each letter occupations or jobs that deal with or use math. Each month these can be changed for other subject matter. Example: September - Science October - Art	Film, Opportunity - Everywhere, rental $15 Houghton-Mifflin, 156 different careers shown Film, Women in the World of Work, rental $15, Houghton-Mifflin	Student will become more aware of jobs and occupations and how they tie in with their educational experiences.
Have a notebook made up of occupations according to subject areas. Picture of the occupations or jobs dealing with math can be placed in one section. Have child after a reasonable period of time and pictures, choose two or three occupations and look into this area with greater depth.	Job Experience Kit Career Education Clusters, Westinghouse, Series I-V	Students will become acquainted with a wide variety of jobs and occupations while going into a few in more detail.
Have students go through magazines and newspapers finding pictures of people who use math in their jobs. Then list the different kinds of math each job uses. Discuss the importance of becoming proficient in math, so one can get along in life and on the job.	Newspapers, magazines, encyclopedias Children's Dictionary of Occupations, Shoebox Kits: CE21 Electrician CE22 Architect CE23 Plumber CE24 Seamstress CE25 Nurse CE26 Interior Designer CE28 Jobs	To give child an insight to the importance of math in everyday life.

OBJECTIVE: For each student to be able to describe the advantages and disadvantages of various occupations. To better prepare the student to the concepts of community work roles, occupation possibilities and the changing needs of society through role playing.

GRADE LEVEL OR SUBJECT Math AREA OR UNIT OF STUDY Art - decoupage

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Have a local lumber or hardware retailer come in and explain to class the different types of varnishes that can be used, the advantages of some others. Woods that would be best for this kind of project and any other aspects of his job or occupation that may interest the class. Have him explain what he likes or dislikes about his work.	Local lumber or hardware retailer Career tapes #18, Retail Sales Clerk, MacMillian Series Filmstrip, Career Awareness Series, Why Work, Westinghouse	Student is able to talk to a person involved in the business world, find out advantages and disadvantages of this kind of job. Helps students become aware of occupational opportunities in the community and helps get the community involved.
Have class determine how much material would be needed to decoupage one picture each. Take total area of all students' boards; add the areas together. Compare total area with cans of stain and varnish to see how many square feet or yards the contents will cover. Change your square inches to square feet (yards) and then decide how many times each child can varnish his board so that all students can obtain about the same amount of coats.	How to Decoupage, craft magazine Stain, varnish, boards	This activity will indicate to child how math can be used outside math. Class and teacher can help him develop leisure time activity. Since this activity takes many sets, it helps the student to learn to start and continue a job. It gives him an opportunity to work with others and to share tools and ideas.
Students may take field trip to hardware store and observe some of the things they have seen and read about. While there they may purchase hangers for their boards. The decoupage board was measured to complete the center so that a hanger could be inserted (math concepts learned measuring division of mixed numbers by a fraction)	Ruler, hammer, nail, hanger Sources: Hardware store, What Happens Series, Reilly and Lee Books, Henry Regnery Co., H. B 171.7 When You Spend Money	Students are exposed to retailing in an actual situation so that they can develop skill in choosing an occupation.

GRADE LEVEL OR SUBJECT Math AREA OR UNIT OF STUDY Role playing and Keeping Records

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Pretend you are a carpenter applying for a job to build a doghouse. Explain to your future employer how you would figure what you need to build the house. How you would go about measuring and building the house.	Job Experience Kit, Carpenter	Gives student opportunity to role playing and experience real-life conditions using job interviewing techniques.
Student will keep a log of his work activities in and out of school over a specified period of time; identify and list the math concepts and skills used in these activities, and participate in the construction of a class chart which lists and classifies the mathematical concepts and skills used in a variety of work activities.	Filmstrip and cassettes or records Westinghouse, Career Awareness, How Work Becomes a Career	The student will analyze various work activities in terms of processes, skills and concepts derived from basic education necessary to their accomplishment. In other words, basic education enhances job performances.

GRADE LEVEL OR SUBJECT Math AREA OR UNIT OF STUDY Art - Design

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
After completing various problems involving numbers and geometric patterns, the student will select tools and materials to create an original geometric design.	Career Insights and Self-Awareness Game, Houghton Mifflin Film, Opportunity Everywhere $15 rental, Houghton Mifflin Women in the World of Work, $15 rental, Houghton Mifflin	The student will see through technology man uses his creative ability and resources in a work setting, also the student will make his creative ideas materialize through the use of technology and resources.

GRADE LEVEL OR SUBJECT Math AREA OR UNIT OF STUDY Review

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Relate each problem to as many careers as possible: 1. Oats, 48 sacks at 75 lbs. Total poundage? 2. Coffee, 94 lbs. How many ounces? 3. 440 yd. How many feet, how many inches? 4. At 24 hr. per day and 365 days in yr. How many hr.? 5. 640 acres per sq. mi. natl. park is 127 sq. mi. How many acres? 6. 27 hogs at 186 lbs. each. What is total weight? 7. 156 girls, 87 boys--no. of children percent of each. 8. 96 dozen eggs--How many eggs? 9. 72 players--If 8 on a team, give number of teams. 72 teams--If 8 on a team, give number of players. 10. First trip 317 miles, second trip, 189 miles How much farther is the first than the second?	I Want To Be books Career books	Farming horse trainer, etc. Cooking, retailer Coach--yard goods retailer Employees of all kinds Ranger, conservationist, etc. Meat packer, trucker, farmer Teacher, counselor, etc. Poultryman, groceryman, etc. Coach Travel agent, traveling sales, vacation travel, etc.

GRADE LEVEL OR SUBJECT Math AREA OR UNIT OF STUDY Diet

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Have student figure out a blanace diet for a family of four--quantities etc.--and then figure the cost for their balanced.	Our Economy, filmstrip, Westinghouse What Happens, Reilly and Lee Career World, Curriculum Innovations, Inc.	To acquaint the student with a wide variety of jobs and occupations.
Give them a limited amount of money and have them write a balanced diet within that amount, using today's prices as found in current newspaper.	Newspaper Career tapes: Hotel Manager #10, Purchasing Agent #8, Food Service Manager #14, Home Economist $14, from MacMillan Library Service Filmstrip, Westinghouse Career Education Clusters, Series II, Marketing and Distribution	Have student develop skill in decision making.

GRADE LEVEL OR SUBJECT Math AREA OR UNIT OF STUDY Field Trips and Fund Raising

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Have students estimate the cost of a shopping trip. Give each student a list of items. Have them go through the store and estimate the cost. Add the estimated costs and compare lists back at class. While on field trip, have manager explain the duties of each of the store personnel and all the jobs involved in running a grocery store. Have class decide on a product that they can sell as a fund raising project (flower seeds, candy, tickets to talent show). Estimate cost and profits after completing project--figure profits and losses. Compare this to sells at grocery or other type retail store.	Same as with previous activities. Newspaper Filmstrip, A Direction for Tomorrow, Bowmar, 622 Rodier Dr., Glendale, CA 91201 Set 5, Cabbages to Kings and Various Things, from Westinghouse Our Economy What Happens books When You Spend Money Career World, November 1972	To have the student see the need of educational skills in performing an occupation or job. To acquaint the student with a wide variety of jobs and occupations. Role playing actual experience can be obtained in this activity plus the student can see the advantages and disadvantages in this job plus additional understanding that can come from working with others and learning to accept their differences.

GRADE LEVEL OR SUBJECT Math AREA OR UNIT OF STUDY Reports

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Have child choose a career or job he or she is interested in. Have child interview someone in that field if possible to find out what math is used in filling that job. If personal interview is not possible, have child research from encyclopedias, books, magazines to find out the needs of math in this field. Child can then write a written report or give an oral report to class on finding.	Personal interview Encyclopedias, books, magazines Children's Dictionary of Occupations I Want To Be Series How We Series by Benefic Press Early Careers Series by Lerner Publishing	To acquaint the child to the needs of math in his interested field.

FINE ARTS

GRADE LEVEL OR SUBJECT Art AREA OR UNIT OF STUDY Colors

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Discuss color, arrangement, and texture as used in home decoration. Visit a beautiful home or display room in a furniture store. Have children arrange and discuss rooms in imaginary homes. Discuss placement of furniture with relation to balance and utility. Discuss use of color. Collect pictures of rooms showing good color, texture, and arrangement. Make collages and other designs.	Cork, sandpaper, corrugated paper, cloth, etc. Catalogs	Realize design is a combination of shape, color, and texture. See that there is "right and wrong" way for things to fit. Discuss possible careers, such as sales, interior decorations, etc.

GRADE LEVEL OR SUBJECT Art AREA OR UNIT OF STUDY Designing

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Each student draw a 9" x 12" design that could be manufactured as a fabric. Draw a piece of furniture that is your own design that a manufacturer would be pleased to put in his line. Build a display of pictures of children's toys that have been "best sellers." Examples: Barbie and Ken Dolls, Fisher Price Toys, Mattel Toys Write to a car manufacturer and ask about their designing department, i.e., educational requirements, duties of the worker. Students would be especially interested in designing information from motorcycle manufacturers. Using the standard measurements of a mobile home, draw a floor plan of the rooms.		There are art careers connected with every industry.

GRADE LEVEL OR SUBJECT Art AREA OR UNIT OF STUDY Sculptures and Famour Painters

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Select a famous painting or sculpture and research the painter or sculpturer and tell the class interesting things about his career. With clay, have each student create a sculpture of his own. Have each student paint a picture and make a frame for it.	1974 World Almanac lists famous paintings and sculptures	An awareness of great art pieces.
Select a famous painter and try to find reproductions of this painter to share with the class. Is there anything unusual in his style of painting. Are his paintings valuable today? Can you quote some prices? Find examples of sculpture.	1973 World Almanac gives a listing of paintings that were sold that year and the price paid for the painting Masters of Painting, by Bernardine Kielty, Doubleday and Company, Garden City, NY Paintings by the Masters, by Margaret Harold Prize Winning Sculpture, by Margaret Harold The World Book Encyclopedia Britannica Compton's Encyclopedia	Recognition of the greats in painting and sculpturing.

GRADE LEVEL OR SUBJECT Art AREA OR UNIT OF STUDY Lettering

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Find examples of lettering, ads, signs, posters, book titles, illuminated lettering, etc. Discuss lettering as a part of many careers as a career in its own right. Importance of "warning letters" (in street signs, for example). Visit with lettering artist.	Field trip to observe the types of lettering Newspapers Magazines Catalogs	Learn fundamentals of good lettering, understand strong, straight letters of uniform height, Spaces between words. Values of neatness in lettering charts, graphs, notebooks, etc. Possibilities of careers related to lettering.

GRADE LEVEL OR SUBJECT Art AREA OR UNIT OF STUDY Alphabetized Art Careers

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
In a class discussion, compile an alphabetized list of careers in art. See how many careers you find for each letter . . . a partial list is given to guide the teacher. A - architecture B - basket making C - ceramics D - doll making, designing, i.e. car bodies, typewriters, dresses E - engraving F - flower making G - glass blowing H - hammered metals I - interior decorating J - jewelry making K - knitting L - leathercraft M - macrame N - needlework O - orgami P - painting Q - quilling R - routering S - sculpture T - tole painting U - umbrage V - vigenette W - weaving X - Y - yarn stitchery Z -	Practical Encyclopedia of Crafts by Di Valentin, published by Sterling	This is an awareness project and the student will find themselves thinking of possible careers. Students may not know some of the terms and will add vocabulary and the knowledge of the careers.

GRADE LEVEL OR SUBJECT Art AREA OR UNIT OF STUDY Crafts

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Silver Dollar City Day-- Each student who has been there tell an interesting craft he saw being made. Students may have souvenirs or brochures to display.	Newspaper articles Brochures or advertising from Silver Dollar City, Branson, MO or the Outpost on I-44 near St. Louis, MO	Cognizance of crafts all around us.
Construct a poster advertising Silver Dollar City.		
Visit a newspaper office.		
List the careers you noticed that require a knowledge of art.	Local newspaper office	Realization that newspaper work requires art.
Bring to class a newspaper advertisement that you think is good from an artistic viewpoint.	Newspapers	

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GRADE LEVEL OR SUBJECT Art AREA OR UNIT OF STUDY Crafts

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Visit a craft shop and note each different material used in construction. After a visit to a craft shop, write on one particular craft viewed by the student that he thinks he would like to construct. Do research work on a craft that the student did not understand the construction of or wanted to learn more about the construction. List the equipment or supplies needed for construction. Guide the students in choosing one item for construction. Each member of the class can work on the same thing or they may work in groups or individually. Invite people who work in crafts to demonstrate the making of the craft to the class. Many parents do this for a hobby. (Doll construction is especially fascinating.) Class discussion - Do you know anyone who makes crafts for sale or as a hobby? Explain what they do.	Practical Encyclopedia of Crafts How to Make Treasures from Trash, published by Heathside How to craft books are sold at all hobby shops and most 5 and 10¢ stores Boy Scout Manuals Girl Scout Manuals	An awareness that art is more than painting and sculpture.

GRADE LEVEL OR SUBJECT Art AREA OR UNIT OF STUDY Design

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Lead children to realize "you are a design problem." People are different.	"I Gotta Be Me" film	You put best foot forward each day.
Differences between horizontal and vertical lines.	Mail order catalogs Advertisements	One style or outfit that is right is better than a dozen misfits.
What you can do for narrow shoulders, small thin figures, short and thick figures, long legs and short bodies.	Scraps of cloth to dress stick figures	Roles advertising and modeling play in the economy.
See how necklines change shape of face.		
What about color? posture?		
Have a style show for other classes to show what we have learned.		

GRADE LEVEL OR SUBJECT Art AREA OR UNIT OF STUDY Field Trips

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Plan some field trips for the year if at all possible. Many times your own community or town has an interesting place to be visited. Often times you will find the parents of the children or the grandparents involved in a craft and a visit to see this craft being created is an interesting field trip with little cost involved.	Nelson Art Gallery, K.C., MO Any art gallery Hallmarks, K.C., MO Watercolor, U.S.A. Starlight Theater, K.C., MO Indian jewelry display A little theater production A craft shop A rock shop A ceramics shop A glassblower's shop A puppet show Silver Dollar City, Branson, MO The Cameo Woman, Branson, MO A candle shop A tour of churches to see stained glass windows College art show, high school art show, pottery shop, advertising company, photography shop, television studio, museum, local statues, interior decorator Thomas Hart Benton Mural (Truman Library or Mo. State Capital) State Fair arts and crafts display	A visit to view art is most effective in impact and an excellent teaching aid.
Walt Disney Day	The Art of Walt Disney by Christopher Finch	

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Write a paper on the Walt Disney character or movie that you consider to be his greatest.		Awareness that cartoons are an art form.
Draw pictures of the Disney characters, Mickey Mouse.	Newspaper comic strips	
Show Walt Disney cartoons.	Films are available from your local library or can be rented from University of Missouri	
Cartoons		
Class discussion - How has Snoopy created careers?		
Make drawings of Al Capp's cartoon characters.	Comic strips	
Each student bring one of his favorite cartoons to class and be able to tell the cartoonist.	Comic books	

GRADE LEVEL OR SUBJECT Drama AREA OR UNIT OF STUDY Puppet Show

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Plan a puppet show. Select a script (English class may want to write it), make the puppets for each character in the script, costume the puppets, build a stage, paint the back drops, select a stage manager, stage hands, prop men, an advertising agent, ticket salesmen, ushers and an announcer. The advertising agent can select a committee to advertise the show. Enlist the aid of an art class or art instructor if needed.	Puppetry films - string marionettes	See the many careers connected with a production.

OBJECTIVE: To make children aware of processes and people involved in the making of movies.
To develop awareness of careers in the theater.

GRADE LEVEL OR SUBJECT Drama AREA OR UNIT OF STUDY Movies and Theater

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Have students write, produce, and direct a play would involve writers, producers, actors, make-up artists, scene designers, public relations people, etc.	Careers in a Theater, PN 2074, .B3, ELEM, SFCC Career Education Library	Students would be aware of career in theater.
As a class, attend a play put on by a high school or college.		
As a class, produce a movie. This would include writing, producing, filming, devleoping and distributing the movie. Could be silent or sound.	Movie camera Film Movie projector	Students will be able to produce a movie and be aware of how a movie theater is run.
Take a field trip to Marceline, home of Walt Disney.		
Take a field trip to a movie theater to find out how it is operated.		
Arrow Rock Lyceum		

OBJECTIVE: To make children aware of careers in radio and television.

GRADE LEVEL OR SUBJECT Drama AREA OR UNIT OF STUDY Radio and Television

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Record a "radio play" that the children have written. Report on different careers available in radio. Visit a radio station. Arrange a visit by a radio station personality. Field trip to KMOS TV Station. Reports by students on careers available in television, should include amount of education needed, salary, and hours. Write a paper on importance of color TV.	Orson Wells' record, "War of the Worlds" At a Television Station, PZ 10., S558, WE ELEM Come Work With Us at a TV Station SFCC Career Resource Center	Students will understand how radio station works. Students are able to name careers available in TV. Students will be able to organize a news program.

GRADE LEVEL OR SUBJECT Drama AREA OR UNIT OF STUDY Art

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Discuss roles of artists, dancers, musicians in everyday work world. Discuss TV shows and give critical opinions of talent and content represented. Invite professionals to demonstrate and explain trade, like "picture lady" for example. Study dance and demonstrate differences in ballet, folk, tap, and modern dances.	View films showing preparation, opportunities, etc. Pictures	Realize proficiency in ballet and other dance steps carried over into sports. Music, art and dancing is not just for "sissies."

GRADE LEVEL OR SUBJECT Music AREA OR UNIT OF STUDY Careers in Music

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
List and discuss all the careers having to do with music that students know of. Categorize them as being local or nonlocal occupations.	"Music Careers," Posters	Through discussion, the student will demonstrate his knowledge of careers in this area.
Divide the class in half. Half of the students contact people in these areas and acquire knowledge of the training needed for their particular job.	Resource persons: disc jockeys, music teachers, composers, orchestra members, etc.	Specialized training is needed for many careers.
Second half of the class acquires knowledge of what the job itself entails.		Students become aware of the job itself, being a real part of their community.
Students role play the type of job he/she investigated.		
Students write a report to be shared in class and assembled into a booklet, "Careers in Music."	Kit, I Want To Be a Musician Your Future in Broadcasting	Tie all information together to be used in classroom by all students.
Invite people from these musical occupations to visit classroom.	Resource persons	
Class visits the scene of these jobs.	KDRO, KSIS, KMOS--radio stations	
Make a collection of articles on "Music in the News Today."	Newspaper articles Magazine articles	Music is alive in our world today.

GRADE LEVEL OR SUBJECT Music AREA OR UNIT OF STUDY Musical Instruments

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Write the A B C's using musical instruments. See how many instruments you can think of for each letter. There are instruments for every letter. A - accordian B - banjo, bassoon C - clarinet D - drum Can you name someone who has made a career with each instrument?		Recognition of the many musical instruments.
Visit a music store to see instruments demonstrated. Talk to the repairmen and visit their department while you are there.		Repairmen and piano tuners are careers in music.
Listen to a record.	Record, instruments of the orchestra	
Listen to a record of six outstanding folksingers of the 60's.	Greatest folksingers of the sixties including Joan Baez, Cisco Houston, Odetta, Judy Collins, Jose Feliciano, Pete Seeger	Many people have made a career as a singer.

GRADE LEVEL OR SUBJECT Music AREA OR UNIT OF STUDY Black Americans in Music

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Black America in the Music World. Build a bulletin board display showing the many famous black entertainers and the many types of music sung by Black America. Listen to a record and discuss what type music they are singing--many are extremely versatile while others stay with one type of music. Children may bring their favorite record to class. Mahalia Jackson - sacred only Lead Belly - folk songs Marion Anderson - classical spirituals Jackson Five - rock and pop Diahann Caroll - rock and pop Duke Ellington Pearl Bailey Ertha Kitt Leslie Ugamms Louis Armstrong	Unit based on experience of popular black personalities, KT, ELEM, JRSR, CE12 SFCC Career Resource Center Records "I Believe" "Negro Folk Songs" "Marion Anderson Spirituals" "Jackson 5 Greatest Hits" "A Your Adorable"	An appreciation of the talent and versatility of Black America in Music.

GRADE LEVEL OR SUBJECT Music AREA OR UNIT OF STUDY Music of the Past

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
"Grandparents' Day" in the music class. Invite the grandparents to visit class and bring their cherished records of the "Big Bands" of the 1940's and 1950's. Let each grandparent play his favorite record and tell the children about this band. Consider the type of music that would be found in a certain geographic area, i.e., New York City, Nashville, California, a college campus, a Texas community.	Records by: Glenn Miller Tommy Dorsey Benny Goodman Guy Lombardo Danny Kaye Les Brown Nat King Cole Duke Ellington Count Basie Xavier Cugot Woody Herman Paul Whiteman Jose Feleciano Vaughn Monroe Phil Harris Stan Kenton Henry Mancini Horace Heicht Shep Fields Mills Brothers Ink Spots Louie Armstrong Mel Torme Perry Como	Awareness of many people cooperatively working in a group and producing music that swept the nation. Different cultures prefer different types of music.

GRADE LEVEL OR SUBJECT Music AREA OR UNIT OF STUDY Country and Western

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
The Nashville Sound Let each student bring one record of his favorite country and western singer. This is a big field of musical careers and must not be overlooked even though many of them are untrained voices.	Records of: Roy Acuff Ernest Tubbs Grandpa Jones Stringbean Minnie Pearl Charly Pride Jeanne C. Riley Johnny Cash Leroy Van Dyke Eddie Arnold Tex Ritter Hank Williams Hank Williams, Jr. Patsy Cline The Carter Family Loretta Lynn Tammy Wynette Mac Davis Porter Waggoner Red Foley Ernie Ford Dolly Partin Pat Boone Buck Owens Carl Smith Hank Snow Jimmy Dean Bobby Goldsboro Roger Miller Charley Rich	Awareness that there are many careers in this field. Aware that many untrained voices have been a hit, many tried and failed because of lack of training. Emphasize that it could be personality that caused them to miss the big time.

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Write a letter to the radio station sponsoring a western band and ask for brochures on traveling bands especially Leroy Van Dyke since he is a Pettis County boy. Assemble the brochures in a bulletin board display so that everyone can see the groups and the array of expensive instruments owned by each band member. Visit a music store to see country and western type instruments. Each group has to carry their own sound system so be sure to look at the amplifiers.	Buck Owens and the Buckaroos Merle Haggard and the Strangers Conway Twitty and the Twitty Birds Leroy Van Dyke and the Auctioneers Mel Tellis and the Statesiders Danny Davis and the Nashville Brass Jack Green and the Jolly Green Giants Porter Waggoner and the Wagon Masters Ray Price and the Cherokee Cowboys	Awareness of careers in instrumental field. Awareness of extensive traveling and living in a compact group. Cooperation is the key word.

GRADE LEVEL OR SUBJECT Music AREA OR UNIT OF STUDY Recording Artists

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Records and Recording Artists Each student construct a disc of paper, cardboard or whatever he chooses and paint it gold, or cover with gold foil and label it with the title and recording artist of a "golden record"--one that has sold a million copies or grossed a million dollars. List groups that were once famous who no longer play or sing together--Beatles, the Supremes. Discuss the reason each group broke up and is no longer functioning as a group.	1974 World Almanac lists 118 gold records in 1973 with the title and recording artist	An awareness of records as a career. The realization that the songs they sing and listen to are "big business" for the artists. Cooperation and pleasant personalities are necessary for a group to remain together.

GRADE LEVEL OR SUBJECT Music AREA OR UNIT OF STUDY Singing Careers

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
List people who have made a successful career as a singer.		Singing is a career enjoyed by many.
Favorite singer day in music class--each student bring one record to play of his favorite singer.	Student's record	
Assign a singer (probably not one of the student's favorites) to be researched in the World Book or other sources. Be sure to include a few classicals.	Book, Singers of the Blues	
Discuss Scott Joplin and the "Maple Leaf Rag" that the movie "The Sting" has brought back to popularity. You may have some information on the Fine Arts Festival in Sedalia, MO, in 1974 to revive ragtime music.	Newspaper articles Fine Arts Festival Brochure	
List people who have a career as a piano player. Think of singers who accompany themselves on the piano - Liberace, Jerry Lee Lewis, Aretha Franklin, Jimmy Durante, Ray Charles, Little Steven Wonder.		

GRADE LEVEL OR SUBJECT Music AREA OR UNIT OF STUDY Large Singing and Instrumental Groups

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Listen to records of large groups singing together. The Mormon Tabernacle Choir is famous.	Records with accompanying filmstrips This Land Is Your Land, Songs of the North and South, Stephen Foster Favorites, God Bless America, Beloved Choruses, Mormon Tabernacle Choir's Greatest Hits	Singing in large groups requires following a director and is a cooperative undertaking.
Listen to records of the Naval Cadet Choir.	The Naval Cadet Choir Patriotic Songs, Records available from Educational Record Sales, 157 Chambers St., New York, NY 10007	
Listen to the records of large group singing, the Robert Shaw Chorale.	Records, Deep River and other spirituals, Sea Chanties, America the Beautiful	Awareness that all types of music are enjoyable.
Listen to the Sandpiper Chorus and Orchestra.	Golden Hit Songs, Puff the Magic Dragon	
Listen to a marching band.	Sousa Marches with filmstrip, Life of Sousa, Sousa Forever	
Listen to a symphony orchestra, Toscanini and NBC Symphony Orchestra	Sorcerer's Apprentice Records from Ed. Record Sales	

GRADE LEVEL OR SUBJECT Music AREA OR UNIT OF STUDY Classical Music

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Watch and listen to a set of synchronized colored filmstrips and records to teach an appreciation of classical music.	Understanding and Enjoying Music, Series 1, 2, 3 Great Opera Stories (Records are available at Educational Record Sales)	Strive to develop an appreciation of classical music. Gain knowledge of lives of great men in music.
Watch filmstrips telling about each composer and his influence in the field of music.	Great Composers, Famous Composers, Set 1, 2, 3 American Musical Theater, Jazz Greats: The Early Years	America has produced many great composers and one style of music all their own--jazz.

GRADE LEVEL OR SUBJECT Physical Education AREA OR UNIT OF STUDY Baseball

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Study the rules of professional baseball. Keep track in class of the professional team standings. Study the job of each person in professional baseball. For example, manager, coach, trainer, player, owner, etc. Have students report on any of these occupations. Report on training, salaries, etc. In the school, set up baseball teams. Play several games, leading to a "world series." Keep teams and individual averages. Take a tour of Kansas City Royals Stadium and watch a game. Find out about the various jobs in baseball. Make a scrapbook of a professional sports team.	Careers in Baseball, GV, 867 .D38, ELEM, SFCC Career Resource Center Daily sports section of newspaper Sports Illustrated World Almanac	Students will be aware of careers in baseball. Students will be able to figure batting averages.

GRADE LEVEL OR SUBJECT Physical Education AREA OR UNIT OF STUDY Hockey

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Study the rules of hockey. Keep track in class of professional team standings. Find out about other forms of hockey--field hockey. Set up teams in the school and play for the "Stanley Cup." Study the different occupations of a hockey team. Find out about the training and salaries involved. Take a tour of Kemper Arena and watch a "Scouts" game. Make a scrapbook of a professional sports team.	Careers in Hockey, GV, 847.25 .1239, ELEM Daily sports section of newspaper Sports Illustrated World Almanac	Students will have a playing knowledge of hockey. Students will be aware of careers in hockey.

GRADE LEVEL OR SUBJECT Physical Education AREA OR UNIT OF STUDY Sports

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Discuss the purposes of a coach. Report on various coaches who are well known. Students research and report on the preparation and training of a coach and the students should study the differences between the coaching of different sports as well as the difference between coaching at different levels. Invite a college or professional coach for a talk on the training involved. Have each student in class have an opportunity to coach the class in a report of his own choice.	Sports Illustrating Coaching Magazine	Students will be aware of different careers in coaching and the training involved.

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GRADE LEVEL OR SUBJECT Physical Education AREA OR UNIT OF STUDY Olympics

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Have students make various reports on the different events in the Olympics. Divide the school into countries and hold an "Olympics." Study Olympics of the past. Start from early Roman and take it up to the present. Students should study ways Olympics participants could use their abilities in future occupations.	World Almanac World Book Newspaper Sports Illustrated	Students will be aware of purposes and results of the games. Students will have an understanding of the history of the Olympics. Students will have an understanding of the future use of Olympic skills.

GRADE LEVEL OR SUBJECT Physical Education AREA OR UNIT OF STUDY Black American Sports Figures

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Study various famous black sports figures: O. J. Simpson, Hank Aaron, Babe Ruth, Jackie Robinson, Bill Russell, Wilt Chamberlin, Jimmy Brown, Leroy Kelly, etc. Students should pick one and report on him. Make a book for the class from all of these people. Have the class make a bulletin board about these sports figures.	Sports Illustrated World Almanac Ebony Jet	Students will be aware of the contributions to sports made by black athletes.

SCIENCE

GRADE LEVEL OR SUBJECT Science AREA OR UNIT OF STUDY Sanitary Engineer

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Study sanitary landfill operations from kit or water treatment plant. Visit dump and sanitary landfill. Compare. Study proper sewage disposal methods (for example, lagoons, septic tanks). Discuss sewage disposal in relation to pure water supply. Trip to large manufacturer to develop awareness of pollution protection devices.	Kit--"Eliminate Dumps," from Environmental Protection Association, Solid Waste Management Office Missouri Division of Health literature on sewage disposal plants, waste treatment, both for individual dwellings and industrial purposes.	Describe water management methods that each person could practice on his own. Become aware of the fact that sanitary engineers have an important job in safeguarding our health. Gain knowledge of proper waste disposal.

GRADE LEVEL OR SUBJECT Science AREA OR UNIT OF STUDY Wildlife/Conservation

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Have a county conservationist speak to the class.	Conservation agent	Children can gain information about occupation as well as wildlife conservation.
Bird study--Make charts of bird sightings; bird banding project; construction of bird houses; establishing a wildlife cover and food plot.	Audubon Kit	The student will be aware of jobs related to maintaining animal populations and setting code limits and how the above are done.
Show how living things are dependent on one another and the affects of a forest fire on wildlife.		
Develop awareness of the jobs and practices related to wildlife management.		
Awareness of the process of stocking lakes and streams and of other jobs related to fisheries.	Trip to fish hatchery.	Describe responsibilities of jobs related to fish hatchery.

GRADE LEVEL OR SUBJECT Science AREA OR UNIT OF STUDY Animals

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Field trip to zoo and a follow-up discussion on the care of animals.	Zoo	The student will become aware of possible jobs that are related to care of different zoo animals.
Have a veterinarian visit and describe some of the jobs that he performs and people who assist him--if possible the class might be allowed to observe a simple operation in the room or back at the clinic.	Veterinarian	The student will list some of the functions of a veterinarian that he would like as well as listing some functions that would not be as enjoyable to the individual student.
Discussion of reasons for protecting certain animals or setting limits on game animals. Discuss jobs of setting limits and what different science knowledges would be necessary to do this type of job.	Wildlife Code Book Conservation agent	The student will develop an appreciation of animals and will be made aware of jobs related to protection of animals.

GRADE LEVEL OR SUBJECT Science AREA OR UNIT OF STUDY Conservation/Forestry

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Determine the age of a tree from a wood borer sample by counting annual rings. Also show periods of drought or heavy rainfall by width of the rings. Identify six forest trees. Tell what useful things come from them. Plant and care for seedlings. Make poster showing life history of a forest tree. Films: Trees Grow Through the Years Little Smokey Junior Raindrops Conservation of Natural Resources Students may prepare models showing good and poor forest management.	Wood borer Free rental, Mo. Dept. of Conservation, Jefferson City, MO 65101	Learn the importance of trees and forest management.

GRADE LEVEL OR SUBJECT Science AREA OR UNIT OF STUDY Plants

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Visit a greenhouse. Draw a cross-section picture of a flower. Label the parts. Make a list and discuss the occupations that deal with plants--florist, gardener, farmer, botanist, etc. Use these lists in a game to have students guess how the occupation is related to plants.	Florist	List jobs relating to flower buying, selling and production.
Make mold culture, sprout beans, etc. Use microscope to examine. Discuss jobs related to plant production.	Microscope Beans, corn, etc., wrapped in wet cloth.	The student will be aware that there are many jobs related to seed development and production.

GRADE LEVEL OR SUBJECT Science AREA OR UNIT OF STUDY Chemistry

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
The students will meet with the local pharmacist and discuss how chemistry is used in a drug store.	Trip to pharmacy	The student will list personal academic strengths that would qualify him for a job related to chemistry.
F. D. A. Lab field trip.	F. D. A. Lab	The student will learn how chemistry is used by F. D. A. inspector.
Filmstrip--Chemical Change.	Filmstrip, #401982, McGraw-Hill	
Experiment--make iron oxide.	Chemistry: First S.T.E.P.S. Keith Gorden Irwin, Franklin Watts	
Electroplating experiment.	Electromagnet	Generate interest in chemistry and make students aware of wide range of opportunities in field of chemistry.
Have chemist from Adco speak to class.		
Examine clad coins--compare with silver coins.	Silver and clad coins	
Point out broad range of industries which use chemists.		
List three jobs related to the use of chemistry in agriculture.	MFA representative	
Discussion on the chemistry in paint manufacturing.	Paint salesman	

GRADE LEVEL OR SUBJECT Science AREA OR UNIT OF STUDY Geology

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Do individual research about active volcanoes in the world. Divide into three groups to discover (1) geographical location, (2) size and type of volcanoes, (3) ways in which volcanoes have been helpful to man.		Student will increase his knowledge of volcanoes.
Make a model of a volcano (papier mache). Place a small "tin can" in top of volcano. Place several tablespoons of Ammonium Dichromate crystals in it. Light with match; stand back and watch your volcano erupt.	Newspapers Wheat paste Ammonium Dichromate crystals	Student will have a better understanding of what happens in a volcanic eruption.
Simulate volcanic action. Fill completely a clean and empty flat plastic detergent bottle with thick batter of plaster of paris and water. Punch hole in one end. Press on opposite end of bottle with palm of hand, plaster of paris (magma) will pour out of hole (break in the earth's crust).		
Show filmstrips on volcanoes (set of six).	Carlton Films, Box 26, Beloit, WI	
16mm films.	Birth of a Volcano $4, rental Heartbeat of a Volcano, $8 rental Academic Support Center, 505 E. Stewart Rd., Columbia, MO 65201	

GRADE LEVEL OR SUBJECT Science AREA OR UNIT OF STUDY Mineralogy

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Discuss definition of geologist, tools used in this occupation, and ways to study a rock.		List things one would have to do or know how to do if they were a geologist.
Divide into small groups to be geologists. Give each group a different rock. Perform these tests on their rocks.		Describe why they might like to make a hobby of collecting and what they might have to do to be a better collector.
Color--scratch rock on back of ceramic tile. Compare with color of rock itself.	Ceramic tiles	
Weight--light, medium, heavy.		
Hardness--Can the rock be scratched with fingernail? penny? knife?	Pennies, knives	
Effervescence--Does rock contain carbon dioxide? Drop some hydrochloric acid on rock. Does it bubble?	Hydrochloric acid	
Dull or shiny?		
After all observations have been made, check with resource books to see if name of rock can be found.	Books on rocks	
Make rock collections.		Bring rock collections to school. Compare.
Investigate school or other public buildings to see uses of rocks and minerals.		
Make chart of coal products.		Describe pleasant or unpleasant aspects of being a coal miner.

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Show 16mm films. Minerals and Rocks: Stories of the Earth, $7 rental Rocks and Minerals, $4 rental	Academic Support Center, 505 E. Stewart Rd., Columbia, MO 65201	
Relate local rocks to road map of state.	Road maps of state	Learn the types of rocks in student's home area.
Collect geologic specimens that have important uses to man (rocks, building materials, ore and fuel).		To learn that geology covers a wide scope--from discovering diamonds to locating a drill site for water or studying the beginnings of the earth.

GRADE LEVEL OR SUBJECT Science AREA OR UNIT OF STUDY Oceanography

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Discuss the role of marine life in the student's daily life.	Cannery worker	List five jobs that are related to harvest or processing of marine food.
Trip to tropical fish shop to view some varieties of marine life.	Knowledgeable shop owner	Discuss what abilities (physical and academic) would be necessary to operate or work at a tropical fish shop.
Exploration and study of possible uses of the sea.	Resource and supplemental books	Discuss four uses that could be made of the 3/4 of the world that is covered by water. Describe one of his proposals in depth.

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GRADE LEVEL OR SUBJECT Science AREA OR UNIT OF STUDY Electricity

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Visit a small appliance repair shop to observe the equipment and jobs that an electrician must perform.	Electrician SFCC Lab	The student will describe why he feels he would or would not feel qualified for a job in this area.
Discussion of jobs related to producing power.	Power plant Film	The student will learn of electricity production and of jobs related to this production by listing three jobs in this area.
Discussion of jobs related to electric production.	Line worker or meter reader	The student will become aware of three jobs that are related to power production; he will demonstrate this by listing these jobs and two responsibilities of each.

GRADE LEVEL OR SUBJECT Science AREA OR UNIT OF STUDY Magentism

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
The student will take a trip to a scrap metal yard to observe the tools and functions that these people perform.	Salvage yard or crane operator	The students will be aware of the uses of magnets in the operation of several instruments in a salvage yard and how these tools make work easier for man.
Build a model of a spacecraft.	Model	
Discussion of the use of magnets as a source of power for guidance for spacecraft in the weightlessness of space.		
The students will discuss various occupations that use magnets or machines that have some kind of magnetic controls.	Reference books related to magnets.	The student will learn how magnets are used in at least three occupations and then list his preference of these jobs and then describe characteristics of his highest preference job.

GRADE LEVEL OR SUBJECT Science AREA OR UNIT OF STUDY Light

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Visit a local hospital laboratory to observe the ways that he uses colorimeter and light in analyzing blood samples, etc.	Colorimeter	Develop awareness of how a colorimeter is used by a lab technician.
Discussion of the uses of lenses and of the laser beam.	Film and supplementary books	Describe three ways light is used by communication workers.
Trip to optician's office to observe the construction of lenses and see how light is used in this.	Optometrist	Student will be aware of the use of light in manufacturing lenses.
		The student will describe his feelings on any job related to light, including details of personal characteristics that would be factors in a job in this area.

GRADE LEVEL OR SUBJECT Science AREA OR UNIT OF STUDY Sound

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Field trip to audiologist.	Belltone hearing aid--audiologist	
Demonstration of sound blending and its applications to music and how an understanding of this can have a recreational value to the individual.	Musician Glasses of water with different amounts in each glass	Student will describe three ways sound is involved in music.

GRADE LEVEL OR SUBJECT Science AREA OR UNIT OF STUDY Sound/Telephone

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Bulletin board: Construct a bulletin board depicting various areas in the telephone industry. Examples: operators, installers, repairmen, linemen, service assistants, P.B.X. and other.	Encyclopedia Art supplies	
Field trip: Allow students to visit the telephone company, if possible.	Southwestern Bell, Sedalia, MO	
Books: Read books about this area of communication. Examples: Your Telephone and How It Works, Schneider; The Telephone, Brinton; Communication, Day, etc.	School library Public library	
Models; Construct models of telephone transmitters, receivers, miniature telephone lines. These should be demonstrated and explained to the class.	Concepts in Science, Harcourt Encyclopedias	
Filmstrips: Show filmstrips related to the telephone industry and positions available. The Telephone Installer The Telegraph and Telephone	S.V.E.	To provide an awareness of this important area of communication and to provide a preview of the jobs available.
Role playing: This would provide an excellent opportunity to display correct manner of using the telephone; how to call long distance; how to use the pay phone; how to use the yellow pages.	Telephone directory	

GRADE LEVEL OR SUBJECT Science AREA OR UNIT OF STUDY Simple Machines

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Discussion on the role of simple machines in aiding a person in doing everyday jobs.	Filmstrip and handouts on each simple machine	The student will show his awareness of the simple machines by listing one of each type. This example should be one that is used daily or nearly daily in his own life.
Have a construction worker in to describe the ways he uses simple machines or combinations of the simple machines to make his work easier.	Construction worker	Students will list three simple machines that a construction worker would use and he will describe the mechanical advantage of this machine.
Discussion of each person's parents use of simple machines either at home or at their job.	Student discussion with parent on the tools that are used in parent's employment.	Discuss parent's job and tell seven uses of simple machines used by his parent (written report).

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GRADE LEVEL OR SUBJECT Science AREA OR UNIT OF STUDY Aircraft Industry

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Study how an airplane flies. Do experiment on air pressure. Make paper airplanes of different shapes and fly them. Bring model planes to school for display. Field trip to airport.	Model plane Paper plane Materials for [illegible]riment	Learn the principles of Bernoulli's Law. Become interested in design and flight.

GRADE LEVEL OR SUBJECT Science

AREA OR UNIT OF STUDY Mechanic

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Study how gasoline engines work. Investigate how the spark is generated and delivered to the cylinder of an automobile. Discuss situations involving sparks and escaping gases. Why do many filling stations have "No Smoking" signs? Investigate and report on early automobiles and their inventor. Bring model cars for display.	Reference books on gasoline engines and automobiles Invite a mechanic to speak and bring in a small engine and parts Booklets for each class member--University of Mo., Columbia, Extension Division, "Small Engines Projects"	Provide students with basic knowledge of workings of gasoline engines. Develop interest.

GRADE LEVEL OR SUBJECT Science AREA OR UNIT OF STUDY Construction and Engineering

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Use a fulcrum and lever. Make and use a block and tackle. Make model bridges with paper. Use books or blocks for trestles and make various shapes to see which supports best. Why?	Materials for construction of block and tackle Materials for construction of model bridges World Book "Bridge"	The students will discover that a construction engineer may work either out-of-doors and become physically involved, or he may work at his desk if he prefers. They will learn principles of simple machines.

GRADE LEVEL OR SUBJECT Science AREA OR UNIT OF STUDY Solar System

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Introduction: We have talked about the size of the planets and how far each one is from the sun. Our chart of size and distance has been up for several days, and I know many of you have been studying and discussing it. Today, we are going to start using this information to help us really understand what these figures mean. Big figures are fun to know, but we should know what they mean. Procedure: Divide the class into two groups and each group will take half of the planets to work with. Make the planets and place them on the paper to the exact scale. The distance and the size will correspond but they will be scaled down to the proper size for the picture. After each planet has been made and placed in the exact position, paste them to the strip of paper. Chart Heavenly Body / Diameter in Kilometers / Distances from the Sun in Kilometers Sun 700,000 58,000,000 Mercury 2,400 110,000,000 Venus 6,200 150,000,000 Earth 6,400 230,000,000 Mars 3,400 780,000,000 (continued on next page)	A strip of white paper 80 centimeters wide and 6 meters long A chart of size and distance placed in the classroom Construction paper Paste	The students will be able to identify all nine planets in the correct order from the sun.

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Jupiter 71,400 1,430,000,000 Saturn 60,400 3,880,000,000 Uranus 23,800 4,500,000,000 Neptune 22,300 4,500,000,000 Pluto 6,400 5,900,000,000 To form the shape of the Big Dipper Constellation, suspend round pieces of paper representing stars by strings or thread from the classroom ceiling. The strings should be of different lengths. Try to make the constellation cover about a four-foot radius. Have children look up to the ceiling from their chairs or desks. They will see the familiar constellation, the Big Dipper. Have each child draw exactly what he sees. The children will find that each picture differs slightly, depending upon where the artist was sitting in the room. To some the dipper will appear to hold water, to others it will look as if it is pouring water out, and to others it will appear to be standing on one end.	Thread of string Paper Pins or tacks	

GRADE LEVEL OR SUBJECT Science AREA OR UNIT OF STUDY Make a Constellarium

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Find a box about the size of a large shoe box. Remove one of the smaller ends. Line the box with aluminum foil. Tape the lid on the box. Get pieces of heavy cardboard, each large enough to fit over the open end of the box. Draw the shape of one star group, called a constellation, on each piece. Use colored crayons to circle each star in the constellation. Punch holes in each cardboard diagram where the circles representing stars appear. Put a flashlight inside the box. Turn the light on. Now place each card, in turn, over the open end of the box. The constellations as they appear in the sky can be seen. Extending Idea Underexposed and discarded 35mm filmslides can be perforated with a pinpoint in the form of various constellations. The slides can be projected on a screen or in a viewer and the constellations identified.	Box about the size of a large shoe box Aluminum foil Tape Heavy cardboard (large enough to fit over the open end of the box) Crayons Flashlight A nail to punch holes in the cardboard diagram	This project will help the students to identify several constellations.

GRADE LEVEL OR SUBJECT Science AREA OR UNIT OF STUDY Comparing the Distances of Planets From the Su

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME

There are nine known planets in the solar system. Have the children look in a book on planets and the solar system to find the distance of each planet from the sun. Discuss what would make a logical and usable scale of miles so that proportionate distances could be measured on the school yard.

Measure these distances away from a central, open spot and mark the position where each planet would be. Have a child stand on the point designating each planet to get an idea of that planet's location. Can the children alight themselves in their proper order from the sun? Let another child serve as the sun. Have the children walk around the sun keeping in their orbits. How long does it take for Mercury to go around the sun? For the Earth? for Neptune? etc. Using a stopwatch, one child can record the time it takes for each planet to revolve around the sun.

Planet	Distance From the Sun (millions of miles)	Distance on School-yard (feet)
Mercury	36	3
Venus	67	6
Earth	93	8
Mars	141	12
Jupiter	483	41
Saturn	886	74
Uranus	1783	149
Neptune	2792	232
Pluto	3666	309

GRADE LEVEL OR SUBJECT Science

AREA OR UNIT OF STUDY Comparing the Distances of the Planets From the Sun in the Metric System

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Making a solar system is a real challenge for your pupils and you. The idea that makes this investigation unique is that this solar system is constructed using the scale for distances in the metric system. Use an area the length of a baseball field to lay out the model. Home plate can be used as the sun. Let students represent the sun and the nine planets. Distance from the Sun Mercury ½ meter Venus 1 meter Earth 1½ meters Mars 2 meters Jupiter 7 meters Saturn 14 meters Uranus 28 meters Neptune 45 meters Pluto 59 meters	Baseball field 10 meter sticks	Your class will see that the planets are very insignificant when they are compared to the distance between the sun and Pluto.

GRADE LEVEL OR SUBJECT Science AREA OR UNIT OF STUDY Astronomy--Astronomers, guides to our future

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Guest speaker: Invite a high school or college science teacher to your room to relate the role of astronomers in navigation, weather forecasting, space research, etc. Students should have questions prepared prior to the visit.	Community	
Bulletin boards: Names of planets, origin and meaning, stars, particularly those used in navigation.	Encyclopedia	
Role playing: Students may portray famous astronomers (Galileo, Schiaparelli, Lewell, etc.) acting out famous discoveries.	Encyclopedia Concepts in Science, 6, Harcourt Library	
Media materials: Filmstrips depicting the history of astronomy, astronomers, and their relation to space exploration. Resources: Astronomy 1 and 2 Astronomy Understanding our Earth and Universe Space and Space Travel	S.V.E.	
Creative writing and drama: Students may write their own skits for presentation involving the use of astronomy in space exploration, navigation, etc. Resources: Space and Space Travel NASA (free material)	S.V.E. NASA, Houston, TX	To introduce students to the field of astronomy for appreciation, scientific information and career information.

GRADE LEVEL OR SUBJECT Science AREA OR UNIT OF STUDY Astronomy and Space

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Use World Almanac to find when specific planets will be visible. Have students observe planets. Observe and report on changes in moon's appearance and location beginning with new moon. Filmstrip, Current Events in Space, shows launching of satellite. Discuss UFO's. Study the astronaut's view of earth. Describe jobs that might require knowledge of astronomy. Discuss role of astrology in guiding or directing one's life. Discuss idea of planting some foods under certain signs of the moon.	Filmstrip, Current Events in Space, #484, S.V.E. Book, Andy's Wonderful Telescope, G. Warren Schloat, Jr., Scribner, 1958 World Almanac Cosmic view, The Universe in 40 Jumps, Kees Bocke, John Day 1957 Career education book NASA or other space work employee Farmer to discuss planting by moon Zodiac chart, star chart	Students should become aware of vastness of space and the fact that the bodies in space are in constant changes. They will gain a knowledge of something of what an astronomer does. They will increase their knowledge of space flight.

GRADE LEVEL OR SUBJECT Science AREA OR UNIT OF STUDY Weather Forecasting

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Make charts to record daily temperature, precipitation for a period of time. Use these charts in a bulletin board display. Make a bulletin board focusing on occupations associated with weather and instruments used in these occupations. Make individual hygrometers by dipping white paper into a solution of cobalt chloride mixed with water. Enact a television weather forecast. Students may research jobs related to rain and weather. Use "Rainy Day Jobs" bulletin board. Display large picture of umbrella with rain drops bearing names of research topics. (Read about plastic rain coats, read about water control, read about dams, etc.). Visit a weather station. Use a 16mm film.	Weather instruments: anemometer, hygrometer, weather maps, barometer, rain gauge, weather reports from local newspapers Books on weather Watch weather on TV Cobalt chloride Paper How Weather is Forecast, $6.50 rental Academic Support Center, 505 E. Stewart Rd., Columbia, MO 65201	Students will become aware of the many different instruments involved in weather forecasting. Students will develop some knowledge of forecasting weather. Opportunities in weather forecasting should be discovered.

GRADE LEVEL OR SUBJECT Science AREA OR UNIT OF STUDY Metric System

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
The students will bring various items from home such as cans or other materials which have metric units stamped on them as well as English units. They will discuss how the metric system will affect their daily lives.	Items from home	List five measurements used daily that will be different using the metric system.
Discuss the affect of the metric system on mechanics.	Mechanic (VW)	List two ways that this shift will affect auto industry--pro and con.
Reports on any occupation and how the shift to the metric system will affect this occupation.	Reference books and contact with a person in the area of the report (books will vary depending on the occupation that the student has selected).	Oral report. The student will write a letter to a local firm, describing himself as an expert in the metric system and explain how the company could be benefitted by employing you.

GRADE LEVEL OR SUBJECT Science AREA OR UNIT OF STUDY Health/Denistry

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Using model teeth, study different kinds of teeth we have. From health book or dentist's literature, study the care of the teeth. Do experiment. Study effect of fluorides on teeth. Find out whether or not our drinking water is flouridated. Make up slogans about how to have good dental health. From a dentist, find out what treatment is called for when decay reaches various layers of the tooth.	Model teeth Health book Dental literature Materials for experiment Resource person	Learn the structure of teeth. Learn the care of teeth and prevention of decay.

GRADE LEVEL OR SUBJECT Science AREA OR UNIT OF STUDY Health/Optometry

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Study eye structure. Demonstrate proper way to remove speck from the eye. School nurse demonstrate use of Snellen chart. Using old eyeglasses, compare how well you see through them at different strengths.	School nurse Snellen eye chart Old eyeglasses	Develop appreciation of use of eyes. Discover use of eyeglasses and optometrist's role in helping us to have good sight.

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GRADE LEVEL OR SUBJECT Science AREA OR UNIT OF STUDY Health/Nutrition

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Check labels on jars or cans of prepared mixes of hot chocolate or other similar drinks. What vitamins and minerals have been added to them? Make a menu for one day. Make a poster showing basic four food groups. Tell what each group furnishes. Make a chart showing what you eat for one week. Was it wisely? Field trip to supermarket. Discuss job opportunities in the field of nutrition--dietician for hospitals, restaurants, institutions.	Your Future in Restaurants and Food Service, Arco-Rosen Career Guidance Series Book from Curriculum Foundation Series, Scott Foresman and Company Pamphlet, "How Your Body Uses Food," Albert Piltz, Ph.D., National Dairy Council, Chicago	Learn proper nutrition. Opportunities for jobs in the field of nutrition.

GRADE LEVEL OR SUBJECT Science AREA OR UNIT OF STUDY Health, Self-Concept

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Filmstrips: Show filmstrips depicting an awareness of self. Examples: Who Are You, What Do You Like to Do, Learning to Be Your Best Self, Discovering the Real You, Becoming More Self-Confident.	SVE	
Role playing: Allow the students to enact role playing which will display their emotions. Examples which the teacher might suggest are: frustration, anger, fear, happiness, joy, jealously, sympathy, etc.	Student	
Report and discussion: Have students prepare paper on "My Special Hobby or Talent" and present to class. Class discussion following the reports should emphasize the importance of hobbies and talents which relate to personality and position in the future.	"Robert's English" (6) Writing a Report	
Related material: Read related material to increase and emphasize self-concept. Examples are: "You and Your Abilities" "Understanding Yourself" "Discovering Your Real Interests" "Exploring Your Personality" "Growing Up Emotionally"	S.R.A. (work pamphlets)	To help each child to understand himself as an individual. To help each child to recognize and accept his strengths, weaknesses, and limitations. To help each child recognize and have respect for self and others.

GRADE LEVEL OR SUBJECT Science/Health AREA OR UNIT OF STUDY Health Services

*Health services available to the community

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Bulletin board: Construct a bulletin board showing the various occupations in the field of health services. Examples are: M.D.; therapists, occupational and physical; dentist; nurse, registered; aid; public health.	Magazines, catalogs Art supplies	
Biographies: Study biographies of the important people in the area of health services. This would present an excellent opportunity for role playing.	Encyclopedias Library	
Guest speaker: Invite people in the area of public health services to the classroom to explain what their duties entail.	Community	
Films and filmstrips: American Doctor Horizons Unlimited Breaking the Sound Barrier Helping Hand for Julie Case of the Missing Tooth New Life for Lisa	Swank Motion Pictures, Sponsored Film Dept., 201 S. Jeff. Ave., St. Louis, MO Associated Film Inc., 512 Burlington Ave., La Grange, IL Ethicon, Inc., Somerville, NJ	
Community Workers and Helpers: "Doctor's Office Workers," "Hospital Workers"	SVE	To promote an awareness of positions available in the area of health services. To develop an attitude of respect toward work.

GRADE LEVEL OR SUBJECT Science **AREA OR UNIT OF STUDY** The Family/Health

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Bulletin board: Students may design a bulletin board depicting the "self" as the nucleus with "others" around the center. To show the relation of self in accordance with rights of others or relation to others.	Art supplies	
Reports and panel discussion: Have students prepare reports and organize panel discussion concerning the following: (1) How things change (past, present, future). Students record changes in their own lives. (2) The advantage of being the oldest, middle, or youngest child.	Roberts English (6) Health 6 - Laidlaw	
Filmstrips: Show filmstrips depicting the relationship of self to rights of others. Examples: The Problem With Parents Cutting the Apron Strings Understanding Brothers and Sisters The Teens Role in the Family The Art of Friendship The Need to Belong	S.V.E.	
Related material: Students should have access to related materials. Examples: "Getting Along With Others," "Guiding Children's Social Growth," "Making and Keeping Friends," "Guide to Good Leadership."	S.R.A. (W.O.R.K.) Pamphlets	To help each child to make wise decisions, to recognize problem areas, and develop the ability to cope with problems. To encourage each child to understand and have respect for the rights of others.

GRADE LEVEL OR SUBJECT Science AREA OR UNIT OF STUDY Human Body/Health

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Trip to a doctor's or dentist's office and have him explain his responsibilities and other people that assist and are necessary for him to perform his functions.	Doctor, dentist, nurse, or receptionist	The student will become aware of how a knowledge in health care for the body could relate to a job or could be of some interest to students (list ways).
Field trip to hospital to examine the wide range of occupations related to the operation of a hospital.	Local hospital (staff member)	The student will be made aware of occupations related to hospital operations (many of which do not require college as well as those that require some college).
Demonstration of splinting, artificial respiration or bandaging and why these are or could be important to each person.	Have a coach or someone with a first aid certificate	Students are made aware that they might need to perform these life-saving tasks sometime.

GRADE LEVEL OR SUBJECT Science AREA OR UNIT OF STUDY Drugs/Health

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Have discussion on the importance of being able to recognize the different types of drugs.	Chart describing drugs and their effect on a person	Describe how knowledge of drugs or symptoms of drug use might save someone's life or could be related to a possible career.
Discuss effects of cigarette smoking and ailments that are thought to be related to smoking.	Surgeon general spokesman to speak to the class	Discuss the reasons why a person might smoke or drink
Discuss effect of drinking on the body.	Alcoholics Annonymous representative to speak to the class	List advantages and make a list of harmful results and disadvantages.
Discuss use of medicines or drug store treatments.	Doctor or nurse Book, Smoking or Health by Lindsay R. Curtis, M.D.	List reasons why one should be careful of drug store remedies.

LANGUAGE ARTS

GRADE LEVEL OR SUBJECT Language Arts AREA OR UNIT OF STUDY Communicating

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Discuss how people communicate their feelings to other people. Bring out jobs that use different forms of communicating in the work as space travel, airports, police, fire-fighters, etc. Play the game of Charades and try to communicate ideas and feelings. Discuss the advantages of good handwriting. Why is good handwriting needed when filling out an application form? What job requires good, neat handwriting? Divide the class into two-man teams. One will be assigned as an observer of his team member. The observer will keep a checklist of each time his teammate uses a language arts or math skill to accomplish an assigned task. When reading a story that would have occurred many years ago, bring out the jobs that are noticed in the story that are not in use any more. Discuss why we do not have these jobs any more and what has replaced them in today's society. Have the children list several jobs and the qualifications needed for that job. This should be followed by a decision of whether or not that particular child would be qualified for that job. What would be good points in favor of this job and his bad points. Discuss the possibilities for this job in your area.		

GRADE LEVEL OR SUBJECT Language Arts AREA OR UNIT OF STUDY Art Projects

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
An art project that would go along with career education would be to make a mobile. The objects used could be different tools of a particular occupation, such as for a carpenter, you could have saws, hammer, paint brushes, or ladders. (These would be drawings of the objects.) Or different types of workers could be the objects on the mobile. When producing a craft or other art object, the children could try two different methods of making the object. One way would be for one person to make the entire object by himself. The other way would be to use the assembly line method. After both methods have been tried, discuss which was more efficient, more fun, and how the children felt about the product when it was completed. Was there more self-pride involved with the one made entirely by one person? Did this affect the time it took to complete? An extended activity for the class would be to produce a class newspaper. This would acquaint them with the process of producing a newspaper and also with the many different jobs needed to be done in order to produce a finished product. The first thing needed to be done would be to decide what positions and jobs are needed to produce the paper. For example, ad salesmen, writers, typists, proofreaders, cartoonists,		

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
editor, and any others they feel are needed. To fill these positions the application forms could be used to determine who would be the best choice for the job. To get money to buy the paper needed, some children who are good salesmen could sell ads to appear in the paper and want ads. The children chosen as writers and cartoonists need to write these articles. Then the profreaders need to prepare the articles. The paper needs to be reproduced by children that can operate the duplicating machines. In this activity, it should be important to provide the child with a job he is qualified for and enjoys. Another extended activity would be for the class to start and operate a store. Many people and abilities are needed for this project. You would need some to design the store front, someone to make the small crafts or articles to sell, salesmen, and someone to keep track of the books. The application forms the children could make would help to fill these positions. They could also sell pencils, paper, or other items needed at school. A store would need to be set up and someone to keep it in order. A system of keeping track of how much money is needed and made would have to be set up. Here again the children should be reminded to choose people that would best be suited to a job. Cooperation would also be a need.	Cardboard for store front Small articles to be made and sold	

GRADE LEVEL OR SUBJECT Language Arts AREA OR UNIT OF STUDY Self-Awareness

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Plan and direct a talent show featuring the children of the class. This could be presented before some of the other classes to give them self-confidence. This will show that we all have things that we are good at. Discuss the jobs that the children have to do at home and why he enjoys doing some more than others. Maybe they are outside jobs or inside jobs. Personality folders--Each child would develop a personality folder on himself. Besides helping the children realize something about themselves, this would be a good and useful tool for the teacher to use and look over. In the folder could be a self-portrait, autobiography, check-list of feelings, sheet of likes and dislikes, and strong and weak points of the individual. The children could also decorate the outside of their folder.	Manila folders	

GRADE LEVEL OR SUBJECT Language Arts AREA OR UNIT OF STUDY Role Playing and Writing

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Give report on famous person in area that interests child. Set up a role playing situation where the children are involved in difficult situations. Examples could be disagreements between playmates, between themselves, parents, etc. After these are completed, talk about how they felt while involved, how they had to cooperate, and how they had to give and take to overcome the situation. Have children draw a picture of an occupation they are interested in and then have them write a story about it. Do role playing. Have children pretend they are applying for job in different areas. They can take turns being the interviewer and the applicant.		

OBJECTIVE: There is an interdependency between various jobs within occupational areas, as well as a hierarchial structure.

GRADE LEVEL OR SUBJECT Language Arts AREA OR UNIT OF STUDY Industrial Field Trip

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
After a field trip to an industry or place of business, students will discuss the various tasks associated in the production of the product or service in regard to the interdependency of jobs involved. Students will then order the jobs according to the degree of responsibility required in handling each task, placing them in a hierarchial structure using a flow-chart technique. Students will interview parents, teachers, or community workers to identify how they contribute to one another's success. As they share the results of their interviews, the students will discuss various outcomes if people did not do their jobs at home, work, school, community, and government. Students will take a simple American luncheon--hamburger, french fries, and coke--and list all of the occupations and jobs involved in producing it from its inception to the usability stage. COKE--sugar workers, glass workers CONDIMENTS--canneries, salt mineral BUN--bakers, mill workers, packaging manufacturer FRENCH FRIES--gardeners, truck drivers HAMBURGER--cattle buyers, butchers, food inspectors	Field trip within the community, such as a factory or newspaper office Encyclopedia	At the end of this unit, students will be able to list occupations and show how a commodity depends upon the interdependence of the occupations; and give examples of how a stoppage or a breakdown in a chain of occupations affects the end product.

OBJECTIVE: Self-understanding is vital to career decision and work performance.

GRADE LEVEL OR SUBJECT Language Arts AREA OR UNIT OF STUDY Understanding of Self

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
The student will make a list of "Things I Can Do" and "Things I Know How To Do" and compose a want ad to advertise his qualifications for a job in the neighborhood. Construct a chart with two columns entitled "Things I Can Do Well" and "Things I Would Like To Do Better," and present an oral or a written plan for working towards improvement. The student will write a composition on his strengths and limitations and what he can do to improve both. A conference between the student and teacher-counselor should follow. After reading or listening to stores in literature about a person's response to challenge (autobiographies of Helen Keller, Babe Ruth, President Roosevelt), the student will analyze by role playing, buzz session, etc., how he reacts when confronted with a difficult task. After participating in a class discussion of various processes involved in completing a task, the student will analyze how each is important to the fulfillment or completion of the endeavor (describing, performing, supporting, and concluding).	SRA, W.O.R.K. pamphlets: Who Are You? What Do You Like To Do? You and Your Abilities Understanding Yourself Improve Your Learning Ability Exploring Your Personality Making the Most of Your Intelligence When Children Face Crisis Helping Children Solve Problems How to Solve Your Problems They Wouldn't Quit: Stories of Handicapped People Develop Responsibility in Children, both available from SFCC Resource Library	

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Conduct a class discussion using such questions as: Do I get along with others? Am I dependable? Am I fair? Am I friendly and helpful? Am I a happy and helpful member of my family? Can I work independently or must I always be closely supervised? Do I trust people? Am I patient and understanding? Can I admit mistakes that I make? Am I easy to get along with? Do I have close friends? Discuss self-discipline. Draw up a set of classroom rules as suggested by and accepted by the members of the class. Discuss changes in behavior. Ask questions such as: Has a year's time made any difference in the way you think and do things? Can you think of ways in which you would like to change? Are changes always good? Who is the most important person in bringing about changes in you? Discuss the following poem and its significance. As long as I live, I shall always be Myself and no other, Just me!	Films and records: Society for Visual Education, Inc., 1345 Diversey Parkway, Chicago, IL 60614 F800-1 Learning to Be Your Best Self F800-2 Learning About Listening F800-3 Learning What Giving is All About F800-4 Learning To Be Responsible F800-5 Learning To Trust People F800-6 Learning To Keep a Promise F800-7 Learning About Patience F800-8 Learning To Face Up To Mistakes Discov[illegible]g Your Personality Series, Guidance Associates (film and cassettes) Who Are You? Exploring Your Feelings Belonging to a Group SRA Work Pamphlet Building Your Philosophy	

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Write an autobiography which might include the following: Relationship with family Communication with parents Individual likes/dislikes Responsibilities and how they are met School progress Students will write or tell class of something he did that made him proud; something he did for someone else that made him feel good. Have students relate something done by a classmate that was good. Discuss with the class how a group might try to pressure a person into doing something he knows he should not do. Include in the discussions such things as the child's feelings when he is being pressured to violate his own values. Clarify with the students that no matter how great the pressure, ultimately they must choose what they will do. Have the students role play or use hand puppets to show how persuasive children can be in trying to get someone to do something he should not do. Show both sides of the situation--a child who gives in to group pressure and one who does not. In follow-up discussions, have the children determine who is responsible for the child's actions (he himself).	SRA WORK pamphlets Guiding Children's Social Growth Making and Keeping Friends Helping Children Develop Moral Values What is Honesty? Develop Responsibility in Children When Children Face Crisis Learning--About Values Discovery Kit, American Education Publication, Education Center, Columbus, OH 43216	

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Have the students tell about a time when "someone made me get into trouble." Help student to see that there is always a choice. What we do is our own decision. Students will discuss the unique qualities of individuals in the class, stressing only positive attitudes, and the value of each other's uniqueness. Each student will write a letter of inquiry to a given source seeking information about training requirements and benefits for a particular occupation. Findings will be summarized and presented to the class. The occupation information can then be placed in the continuous file of career possibilities. Through class discussion, advantages and disadvantages of the particular job situation can be highlighted. Occupations and duties performed can be studied by use of such games as "What's My Line," "Password," and "Charades." The following vocabulary is pertinent to the world of work and could be used as spelling words or in the games listed above. labor, salary, supervision task, income, vocational school duty, open shop, overtime work, labor union, diploma effort, apprentice, bachelor's degree play, occupation, hobby rest, benefits, journeyman position, trade school, employed job, assembly line, unemployed	Quote from Robert Burn's poem--"O wad some power the giftie giv us, To see oursels as others see us!" Career Information Service, New York Life Insurance Co., Box 51, Madison Square Station, New York, NY 10010 Filmstrip, Are You Looking Ahead, Eye Gate, Inc., 146-01 Archer Ave., Jamaica, NY 11435 Kit, Careers Unit, Scholastic Filmstrip, cassette, guide, activities, (State Fair Library, KT CE11) Additional vocabulary words: vacation, interests, increment, wages, crew, shift, license, dues, employer, employee, foreman, laborer, college	

GRADE LEVEL OR SUBJECT Language Arts AREA OR UNIT OF STUDY Job Clusters

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Using the 15 job clusters set up by the U. S. Dept. of Labor as major divisions, students will create a file of different occupations related to each job family. Each index card should contain as much pertinent information as possible about each occupation. A vertical file of pictures may also supplement this master file. Listed below are the job clusters and suggested occupations under each: AGRICULTURE & NATURAL RESOURCES--Jobs that have to do with raising plants or animals, or taking resources from the earth: logger, veterinarian, geologist, farmer, farm chemical salesperson, metallurgist. COMMUNICATIONS & MEDIA--Jobs where people transmit information to other people: librarian, printing press operator, bookbinder, commercial artist, telephone operator, radio disc jockey, satellite communications technician. CONSTRUCTION--carpenter, bricklayer, plumber, cement worker, paperhanger, painter, electrician, carpet installers, heating, and cooling installers.	Kit, Career Awareness Program, featuring Popeye the Sailor, comic books covering 15 clusters, King Features Education Division, available through SFCC, KT CE4. Eye Gate House--Filmstrips and records, Field Trips Out of the Ordinary, The American Farmer and Our Food Supply, The Conservation of Our Resources New York Life Insurance Co., Box 51, Madison Square Station, New York, NY 10010 Should You Be a News Reporter?, Should You Go into the Printing Industry?, Should You Go into Advertising? The Story of Communication--Eye Gate House, Bell Telephone Co., Worldwide Communications, ESS--A Touch of Tomorrow Eye Gate House--filmstrips and records, How We Build Things (houses, skyscrapers, cities, roads, bridges, ships)	

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
CONSUMER AND HOMEMAKING--Providing services in areas of food, clothing, child care, household maintenance: cook, day care worker, homemaker, dry cleaner, interior decorator, family counselor, consumer protection worker.	Posters and related information: Home Economics Careers PA CE12, SFCC	
PERSONAL SERVICES--Barber, beautician, pet shop worker, income tax preparer, waitress, lawyer, shoemaker.	Career Exploration Series: #414 Personal Service--Serving People, #402 Municipal Law Enforcement--Protection of People	
ENVIRONMENT--Occupations which preserve and protect the environment: urban planner, soil conservationist, botanist, fish and game warden, wildlife specialist, pollution regulation enforcement officer, waste recycler.	Conservation Commission, Jefferson City, MO 65101 "Forestry as a Profession" Society of Am. Foresters, 425 Mills Building, 17th & Penn. Ave., NW, Washington, DC "A Job With the Forest Service," Forest Service, U. S. Dept. of Agriculture, Washington, DC	
HOSPITALITY, RECREATION, TOURISM--Jobs which serve people during their leisure time: hotel bellhop, marina owner, pleasure boat worker, travel agent, skiing instructor, theater operator, baseball game ticket seller.	U. S. Department of the Interior, National Park Service, Washington, DC College, School & Camp Dept. The National Observer, 22 Courtland St., New York, NY	

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
PUBLIC SERVICE--Work done for the government and for public utilities: fire-fighter, legislator, teacher, lawyer, highway tool collector, city councilman, city manager, street dept. worker.	Career Exploration Series: #413 Public Service; #411 Public Utilities--Public Services	
MARINE SCIENCE--Jobs that relate to seas and inland waterways: ship mechanic, fish hatchery worker, scuba diver, marine chemist, naval architect, commercial fisherman.	Eye Gate House, X338, Field Trips Out of the Ordinary; X338F Science for the Future-An Oceanographic Institute	
MANUFACTURING--Jobs involved with making everything from abacuses to xylophones: upholsterer, machinist, tool and die maker, automobile assembler warehouse worker, plant manager, quality control engineer.	Eye Gate, X315 How Things Are Made; 104, Big City--USA, filmstrips	
HEALTH--Dental hygienist, dietician, ambulance driver, anesthetist, speech therapist, medical lab worker, public health inspector.	Free films: American Doctor, Counter Attack, Horizons Unlimited, You Be the Doctor, Swank Motion Pictures, Inc., Sponsored Film Dept., 201 S. Jefferson Ave., St. Louis, MO American Medical Association, 535 Dearborn, Chicago, IL 60610 American Dental Association, 211 East Chicago Ave., Chicago, IL 61611	
MARKETING & DISTRIBUTION--Jobs which get goods and services to customers: sales clerk, auto mechanic, bank teller, small businessman, supermarket clerk, wholesale warehouse manager, advertising writer, window display decorator, credit manager.	Posters and related information, Distributive and Marketing Careers, PA CE9 SFCC Career Exploration Series, #405, Commercial Aviation--Air Transportation	

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
TRANSPORTATION--Getting goods or people from place to place: aircraft mechanic, truck or bus driver, space craft engineer, pipeline builder, railroad engineer, traffic safety engineer, dispatcher, brakeman, switchman.	Eye Gate House, filmstrip, The Story of Transportation Freeman, Westover, & Willis: Very Important People Series 1973 (3-6) VIP Who Work With Cars, Buses, & Trucks, VIP Who Work With Recreation Vehicles	
BUSINESS & OFFICE--Receptionists, typists, stenographers, computer operator, sales clerk, stock broker, economist, bookkeeper.	Career Exploration Series, #401 Clerical Occupations--Office Staffing, filmstrip, Eye Gate, 96G, The Banker, U17001 The Nature of Money, U17022 Services of a Bank	
FINE ARTS & HUMANITIES--Song writer, singer, musician, poet, drama critic, lecturer, artist.	Filmstrips and records, The Career Discoveries Series People Who Create Art Posters and related information: Music Careers, PA CE10, Art Careers PA CE11, SFCC	

GRADE LEVEL OR SUBJECT Language Arts AREA OR UNIT OF STUDY Following Directions

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
To help their skills in following directions the children could practice filling out these application forms and questionnaires. An extension of this would be to have the children take one job in particular and make out an application form of their own. This could even be one of the jobs that needs to be done in the classroom, such as collecting papers, cleaning the floors, etc. To make up an application form of their own, they would have to consider what type of person would be needed to do this job effectively. If some of the children know how to do a craft activity, they could present a "how to" talk and demonstration before the class. They should be conscious of presenting it in a step-by-step manner. The other children could then try doing this to see if they could follow the directions. A role playing situation could be used to depict an employer training a person for a particular job.	Job application forms or questionnaires	

GRADE LEVEL OR SUBJECT Language Arts AREA OR UNIT OF STUDY Alphabetical Order

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
When giving the children a list of words to use in practicing alphabetical order, the words could be names of jobs or professions. This could familiarize some of the children with terms they may not know about. This game uses the whole class. The children are to take turns naming jobs or occupations in alphabetical order. For example, the first child names a job starting with the letter "A," the second child must then name the job the first person names, and then add one of his own starting with the letter "B." This continues until someone cannot remember all of the terms and then you start over. A secretary could be invited to speak to the class. She will talk about all the times she needs to use alphabetical order. The children could observe her when she is filing.	A secretary to come and speak to the class.	

GRADE LEVEL OR SUBJECT Language Arts AREA OR UNIT OF STUDY Writing

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Present to the class a picture that could be interpreted in several ways. The children would then write an original story about what they see in the picture. This shows the different attitudes, interests, and thinking levels of the children. Each child will write a biography of himself. After reading them aloud, the children try to guess who it is. The children are to write a story about what they think the world will be like in twenty years. This could also include what they think they have learned this week or this year that will be of importance to them while living in this future world. An extension of the activity above, they could include in their story the types of jobs that would be available in this time period. They should also include what kinds of qualifications would be needed for these jobs. To give practice in letter writing, the children could choose some person that would be familiar with a particular occupation and then write a letter asking this person to come and speak to the class about his profession. A thank you note should also be written.		

GRADE LEVEL OR SUBJECT Language Arts AREA OR UNIT OF STUDY Reference Skills

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
In a unit using the reference skills, the children could choose a job they are interested in. This should preferably be an area of occupation that they do not know a lot about. Their job would be to find institutions, companies, or people to write to that could give them information on the occupation they are interested in. This would also include letter writing skills when they are corresponding. Another follow-up activity would be to give an oral presentation to the class on this subject. Using the dictionary, the children should be encouraged to use the dictionary any time they come across an occupation they know nothing about.	Dictionaries	

GRADE LEVEL OR SUBJECT Language Arts AREA OR UNIT OF STUDY Dramatizing and Photography

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
To go along with a story they have just read, the children could prepare a skit. This would use the skills of getting along with others, cooperating, preplanning, and consideration of anothers feelings and ideas. After the children are more familiar with the concept of the job interview, they should be able to dramatize a job interview. Photography contest: If several students have cameras, a contest may be organized for the best photograph in several categories: scenery, people, close-ups, etc. Students may choose a committee of judges.	Students, cameras, film, etc.	To develop a broader knowledge of photography. To create an awareness in the student of the jobs available to a competent photographer.

GRADE LEVEL OR SUBJECT Language Arts AREA OR UNIT OF STUDY Reading

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Reports and discussion: Students may prepare reports relating to cameras and photography and present them to class in a panel discussion form.	Encyclopedia Childcraft Vol. 8 and 10	
Bulletin board: Make listing of jobs available to a good photographer and photographic examples of each for display. Examples: portraits, advertising, newspaper and magazine, military, business, oceanography, etc.	Magazines, newspaper, encyclopedia, art supplies	
Media materials: cassette tape, "Photographs" film, "Camera and Cameras"	SRA Eastman Kodak, Rochester, NY	
Guest speaker: Invite a local photographer to the classroom to discuss his career and demonstrate to students some of the "tools of his trade."		
Books and pamphlets: Students may read additional materials to obtain information related to photographers and photography.		
Examples: Eyes in Russia, Margaret Bourke-White	AMS Press	
Portrait of Myself, M. Bourke-White	Simon and Schuster	
News Cameraman	SRA	
Photographic Repairman	SRA	
Portrait Photographer	SRA	
Photographer Career Information	SRA	

GRADE LEVEL OR SUBJECT Language Arts AREA OR UNIT OF STUDY Reading "Architecture, My Way of Life"

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Drawing: Let children draw a plan of their house or apartment. Discuss amount of detail to be included and general form and size of drawing.	Paper, rulers, pens, etc.	Students should obtain information and understanding of architecture and building as art medium as well as career field.
Observation and research: Students may study the varieties of architectural styles available in their neighborhood by drawing and photographing several. They should find out what each style is called and when built. This information would make an excellent bulletin board display.	Cameras, paper, etc.	
Interview: Arrange for an architect and builder to address the class.	Local architects and builders	
Field trip: If possible, students could visit a building site to determine style of architectural differences in ideas, people and industries employed, materials, etc.		
Extra reading: Interesting books may be obtained from the library. Examples: From Stones to Skyscrapers by Thea Bergere; Architecture, My Way of Life by Edward Durrell Stone.	School or public library	

GRADE LEVEL OR SUBJECT Language Arts AREA OR UNIT OF STUDY Reading (Mothers)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Allow children to write short articles about their mothers' different occupations and report to class. The above reports would create an excellent opportunity for role playing. Bulletin board displays depicting mothers varied "world of work." Filmstrips depicting "new" careers of working mothers (engineers, truck drivers, etc.) and their importance to the working world. Students may investigate books about unusual mothers. Examples might be human beings raising animal babies as members of the family, animal mother adopting babies of another species, etc. Examples: "This Man Was Mother to a Duck," "Born Free," "Ape in the House," Artic Wilderness," "Ring of Bright Water," "The Quail, Robert."	Magazines, newspapers School curriculum center Library	To increase understanding of the role of mothers in society.

GRADE LEVEL OR SUBJECT Language Arts AREA OR UNIT OF STUDY Reading/English

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Field trip: To a U. S. Post Office to see how mail is sorted; money orders prepared; and other necessary activities in preparing mail for delivery.	Local community	The mail is important as a source of communication in relation to the economic, business, and social well-being of individuals.
Bulletin board: Use large wall maps of city, state, United States, world to point where student family members live, or where someone they know lives.	Maps, colored pins, thread, etc.	
Guest speaker: Invite a local postmaster to speak to the class on careers in postal industries. Students should have list of questions prepared prior to meeting.	Local community At the Post Office, Buckheimer Naomi; Let's Go to the Post Office Kits: Postal Helpers, SVE; SRA occupational briefs: 18 postal clerks, 390 federal government inspectors and examiners, 57 long distance truck & bus drivers, 263 mail carriers	
Students could write or mail letters to family members or friends. Trace path of letters on wall maps. Involves a classroom discussion of materials and occupations involved in letter writing (wood, graphite, pulp, ink, envelope, glue, stamp).	Government printing - Department of Treasury Encyclopedia	To display knowledge of different job roles as they relate to a career in the postal service.

GRADE LEVEL OR SUBJECT Language Arts AREA OR UNIT OF STUDY Reading - Railroads

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Interest center: Students who have model trains may wish to bring them to class and explain them.	Hobby materials	
Role playing: Famous moments in the history of railroads may be used for effective role playing. Example: "The Golden Spike" by Harold Littledale.	Harcourt, Level 5 Library, encyclopedias	
Guest speaker: A representative from the railroad may be invited to the classroom to explain the many varied careers related to the railway industry. To explain the important part rails are playing in the transportation crisis of today.	Community	
Field trip: If possible, a ride on a train could be arranged for the students. This would present an excellent opportunity to observe the jobs of conductor, engineer, porter, etc.	Mo. Pacific Railroad Am Track	
Minority role: To present the role playing by minorities in this industry the filmstrip Minorities Have Made America Great should be used.	S.V.E.	
Books: Read books related to the railroad industry. Students may use their knowledge to construct a bulletin board depicting various positions with the industry as well as have an opportunity for role playing.	School and public library	To introduce students to and develop awareness of railroads, as a means of communication, transportation, and careers.

GRADE LEVEL OR SUBJECT Language Arts AREA OR UNIT OF STUDY Suffixes and Map Reading

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Have students collect and bring to class car ads from newspapers and magazines. Let each one choose the car he or she wishes to own and list the features which make it attractive. Note suffixes among the words listed. Bring a map of any state desired and ask the students to plan a trip to a certain city. Have the students determine the location of their point of origin and their destination by writing the numbers or letters used by the mapmaker. Pass these among the students and let them attempt to locate what city they began in and where they were going. (The highway location should also be given.) Role play driving on a crowded freeway on a hot afternoon in a car which is not air conditioned. Discuss the many jobs which relate to our society "on wheels." Consider the skills needed by these persons. Role play being a car repairman with a customer, a gas station attendant, a taxi driver, a bus driver, a car salesman, etc.	Bumper to Bumper, Phoenix Photo Reader, Phoenix Action Reader, Prentice-Hall What Happens in a Car Factory, Arthur Shay, Reilly & Lee, Chicago, 1969 Let's Go To a Garage, Goodspeed, Putnam, 1957. All Sorts of Things, "Grandpa and the Tin Lizzie" pp. 236-205, Ginn Level 10, 360 Reading Series Filmstrip & Sound: "The Work of Simple Machines" Singer, SVE, Chicago 1974 "Community Helpers: Wings and Wheels" Miller-Brody, NY	Students can name five jobs which relate to cars. Student can list several personality traits which are essential to success in these lines of work. Student can read a map to locate cities by the legend. Suffixes are recognized by the student and correctly pronounced.

GRADE LEVEL OR SUBJECT Language Arts AREA OR UNIT OF STUDY Literal Composition

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Invite a conservation agent to visit your school and discuss his work as well as ways students can help protect our environment and wild creatures. Read a book about a wild animal of your choice. Be able to tell what the creature needs for survival. Discuss a trip you took into a wild portion of your area. What animals did you see. Draw a picture of something there which you especially liked. Visit a zoo or park in your area. Report on some care of the creatures which seemed good or bad. What type workers were there? Make a poster about wild life. Discriminate in your reading selection story facts which are true to life and which are imaginary. Write a statement which is based on fact. Write a statement which is imaginary and based on nothing factual.	Rinehart, Holt & Winston Basal, 1973, Level 13, "Ong of Canada" pp. 228-245 Ginn 360 Reading Series, Level 8, How It Is Nowadays "Special Visitors" pp. 131-138 Call of the Wild, Phoenix Reading Series, Prentice-Hall, 1974 Teaching transparencies: "Our Living World: How Animals Live Endangered Animals" Scholastic Book Services, Jefferson City, MO	Student can list the activities of a conservation employee with at least three details. Student can list two or more careers which are concerned with wild life. Student can comprehend what is factual and what is imaginary in story.

GRADE LEVEL OR SUBJECT Language Arts AREA OR UNIT OF STUDY Contractions

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Play charades acting out some type of construction work. First, ask each member to write a statement which concerns this activity. (For example—Hurry and connect the wiring, so I can check out the lights.) Next, the student will act out each word in the statement so that the class will guess the word. If students cannot create sentences, the teacher can write appropriate ones which can be passed out for the students to do as above. Use spirit duplicator masters 1 and 2, The House That Mr. Green Built and The Shape of Things which accompany Keep Up the Good Work (Prentice-Hall). Visit the manual arts department of the local high school and learn what skills can be acquired before graduation that will lead to careers in the trade world. Interview a person who works as a carpenter and report to the class on where he obtained his training. These interviews could be held with all the different construction trades, having each student talk with someone he knows or a member of his family. Discuss the personality characteristics of someone who works in construction. Especially note the team role that will be required.	What Happens When You Build a House by A. Shay, Reilly & Lee, 1970 Popeye the Sailor Comic Book, Construction Careers, King Features, NY 1973 Filmstrip & Sound: "Workers Who Make Things" Coronet Chicago 1973 Keep Up the Good Work, Phoenix Reading Series, Photo Reader and Action Reader (Workbook) Prentice-Hall, 1974	The student will demonstrate ability to identify contraction and words from which they were made. Student will list five occupations which are necessary to the building of a house. Student can describe personality qualities essential to being a construction worker.

GRADE LEVEL OR SUBJECT Language Arts AREA OR UNIT OF STUDY Vocabulary Development

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Visit a local clothing factory if possible. During visit the students will list words used by the workers as for example the name of certain operations, machines, areas, etc. Have tour guide explain to students the requirements for the jobs and the type skills employed. Visit any plant in the area. Make similar list of terms used, job requirements. Almost any plant operation large or small could be used. Role play working in a factory demonstrating personality characteristics which make the work go better. Negative factors could be demonstrated by the same group to emphasize the influence of neatness, promptness, kindness, etc., when the work went well.	You Visit a Clothing Factory by Leonard Meshover, Benefic Press, Chicago, [illegible]70 How We Get Our Cloth by Edith McCall, Benefic Press, Chicago, 1964 Teaching transparencies: "Interrelationship of Clothing with Behavior, Roles and Values" (22 visuals) 3M Visual Products, St. Paul, Minn.	The student can read and define the terms used in the factory visited. The student can state some fact about a particular vocabulary known within a plant. The student can describe (using appropriate terms) the type work being done in a local plant. He can list five or more job opportunities within a particular business.

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GRADE LEVEL OR SUBJECT Language Arts AREA OR UNIT OF STUDY Syllabication (V C C V or V C V) and Following Directions

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Write directions on how to get from school to your house. With a map of the area (a teacher drawn ditto), have another student follow your directions. Invite a retired Navy or Air Force man to tell of the part navigation plays in the armed services. Using a compass, follow directions which the teacher gives and check your ability to do this. Discuss flying with instruments only. Students might research and draw a facsimile of the control board of a plane or ship (roughly resembling) and then play or role play bringing the vehicle in safely with a full load of passengers. Role play being a doctor who has received an emergency call to come to a particular location.	Holt, Rinehart & Winston, Level 13, "Navigation," pp. 452-458; "He Did It," (poem) pp. 459-461 How We Travel on Water and How We Travel on Land by Malcolm Provus, Benefic Press, 1962	The student can take ten words from the story which are composed of two or more syllables and following the generalizations learned (Vc/CV and V/CV) apply to these words to determine the validity of it. The student can list three or more situations in which navigation can be a life-saving bit of information.

GRADE LEVEL OR SUBJECT Language Arts AREA OR UNIT OF STUDY Dictionary Usage

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Invite school nurse to visit class. Discuss the places in which nurses work in addition to schools and hospitals. Discuss the training that students must have to work in these places. Have words which relate to nursing on the board. (Examples: muscle, protein, vision, thermometer, energy, calorie, influenza.) Have students work in pairs and race to find the words in the dictionary. Learn to read the phonetic marks and to understand the derivation of words.) Make a collage of places nurses work: homes, schools, hospitals, factories, clinics, offices, etc. With the help of a first aid book, role play accidents it suggests and the part the nurse plays.	Reader's Digest, Science 5 (Blue Book) "What It Means When You Have a Fever" Children in Medicine, Muriel Farr, Prentice-Hall, 1964 Study prints: "Hospital Helpers," SVE, 1973 (Society for Visual Education) Arrow Book of Nurses, Scholastic, 1972	Student can list three or more places nurses are employed in addition to hospitals. Student can locate words in dictionary and pronounce them according to the phonetic marks. Student can also read derivation. Student can discuss need for both men and women in nursing by making a statement about a position that could be filled by either sex.

GRADE LEVEL OR SUBJECT Language Arts AREA OR UNIT OF STUDY Word Attack: Suffixes (-er, -or)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Discuss jobs which require a driving skill. Compile a list. Note the terminology and group them according to like suffixes. Determine the meaning which the suffix adds. Bring maps to school. Imagine you, the student, are a trucker. Decide where you live, what you will transport and where it will be taken. Plan the trip from point of origin to destination. Role play your trip for the class, demonstrating personality characteristics essential for a safe and successful trip. Make a collage of people driving for business purposes. Create a diorama with small cars and trucks which are in a setting appropriate to their job purpose.	"Motor Cars," Scott, Foresman Roads to Follow, pp. 64-70 "Trains and Roads," Follett Working Together "Travel," pp. 116-119 in A Child's Garden of Verse I Want To Be a Truck Driver by Carla Greene, Children's Press, Chicago Popeye Comic: Transportation Careers, King Features, New York, 1973	Student can explain meaning of the suffix -er and -or as "one who---." When asked what jobs require the ability to drive a large truck, the student can respond with 8 or more types of work. The personal attributes needed by a trucker, scheduler, dispatcher, rig operator, cattle hauler, etc. can be described by the students. At least three essential services performed by drivers can be named by the students.

GRADE LEVEL OR SUBJECT Language Arts AREA OR UNIT OF STUDY Work Attack - Structural Analysis

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Before the reading experience, students visit the local post office to observe activities of the employees there. A postal employee may visit the classroom and explain what type work he or she does. In either activities, there should be a demonstration of actions such as sorting, lifting, rolling, weighing, selling, typing, bundling, reaching, etc. While observing, the students should write a list of words describing these actions. They should work with adding prefixes and suffixes to them so as to change the time or the action (examples: tying, untying, tied, [illegible]ied). Discuss and list the personality traits of a postal employee that were observed as helping his work be done efficiently. Role play the activities of a postal employee. Include both negative and positive attributes and react to both. Follow-up with a discussion of the consequences.	Holt, Rinehart & Winston, Level 13, "International Mail," pp. 429-433 What Happens When You Mail a Letter, Arthur Shay, Reilly & Lee Co., Chicago, 1967	The student can name at least five actions which a postal employee performs. The student can name five personality traits needed in order to perform well in this type of a career. The student can change words which are actions of a postal employee and understand the meaning of the changes; examples, roll, direct, weigh, unroll, misdirect, reweigh. The student can change the meaning of personality traits by prefixes: kind, dependable, pleasant, unkind, undependable, unpleasant.

GRADE LEVEL OR SUBJECT Language Arts AREA OR UNIT OF STUDY Word Attack: R-controlled vowels

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
As an outside assignment, ask each student to visit a store and observe one particular employee at work in a department store if possible. Record your observations for transcription. A classroom book might be compiled under the title People Who Sell Things or Jobs in Local Stores. Ask students to look for r-controlled words in the reading assignment. Group the words by the sound they should get. Make generalizations based on these groupings. Have the students keep account of the purchases they make during one week. Ask that they also list the stores in which these purchases were made. Discuss the service being rendered the community and these individuals by the stores they patronized. Ask students to choose a job they would like in a local store and find out what the requirements for the job are. Role play a salesperson. Demonstrate the personality traits essential to this work. Imagine serving a hard-to-please customer. Imagine not having the merchandise desired but causing the customer to return later by the clerk's actions.	Careers in a Department Store Jennifer Dean, Lerner Publications, Minneapolis, 1973 What Happens When You Spend Money, A. Shay, Reilly & Lee, Chicago, 1970 Ginn Level 10 All Sorts of Things, "Money of Long Ago" pp. 202-208 Filmstrip & sound: "Community Helpers: What Can Money Do?" Miller-Brody, New York "Workers Who Sell Things" Coronet, Chicago	Student can name five or more types of sales work. Student can describe three or more personality traits important to successful sales work. Student recognizes r-controlled vowels and their variability.

GRADE LEVEL OR SUBJECT Language Arts AREA OR UNIT OF STUDY Long Vowel Signals

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Ask one of the students to bring to class a book of deposit slips and be the bank teller. Have play money for the rest of the group and let each one make a deposit. Visit a bank and see the various activities going on there. Ask to see the back room activities as well as those out front. Find out what jobs in the bank are available to high school graduates. Ask what courses would be most helpful for students who want to become employees there. What jobs require additional training and where should this training be obtained? Play a game of recognizing long vowels with the play money. Pretend that each student has some long vowel words in a savings account. They wish to draw them out and they must say a word of this type to get their "savings." The teacher should be the teller and keep track of the words used so that they will not be repeated. If a two or more syllable word is used, the student must identify the one which gets the long sound. Discuss the way we use money today and how we establish credit. Include in the discussion the increased usage of checks. Also talk about how savings accounts operate and receive interest.	Careers in a Bank, Mary Davis, Lerner Publications, Minneapolis, 1973 What Happens When You Put Money in the Bank, Shay, Reilly & Lee, Chicago, 1967 Sound (cassette): "Getting to Know the Bank" Troll Assoc., Mahwan, NJ, 1974 How Money and Credit Help Us, Kane, Benefic Press, 1973. Filmstrip for same is available.	Student can name five jobs in a bank and can tell the job requirements of at least one. Student has auditory discrimination of long vowel sounds and can recall words which contain them. Student can tell signals in words which indicate the likelihood of a long vowel sound: (1) silent e; (2) two vowels together; (3) open vowel

GRADE LEVEL OR SUBJECT Language Arts AREA OR UNIT OF STUDY Social Studies

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
To use with a unit on early explorers: When discussing the early explorers, think about opportunities to be an explorer today. Are there any unexplored areas in the world today? What about the unexplored area of the ocean, outer space, or under the earth's surface (archeology)? Discuss the type of person who would make a good explorer. What characteristics or attributes would help the explorer? When studying a unit on other countries, talk about the different types of jobs that are characteristic of this country because of the different type of land or climate that the country has.		

GRADE LEVEL OR SUBJECT Language Arts AREA OR UNIT OF STUDY

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
When studying a poetry unit, the children could choose a job, occupation, or profession as the subject for their poem. To use with a unit with verbs: This game for the whole class also uses the memory skills. Take turns going around the room with the children listing verbs that would fit with a particular occupation. For example, verbs that would describe a carpenter would be build, saw, measure, climb, paint, etc. Many other occupations could be used with this activity To use with a unit on vowels: Make bulletin boards for each of the vowels. On the bulletin board for "A" bring pictures of jobs that begin with the letter A, and likewise for each of the other vowels. When trying to learn the vowels, the teacher could use a list of words that are names of occupations. The children would then pick out the vowels from this list. These activities could be used in conjunction with lessons in English or reading having to do with making comparisons.		

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
In your discussion, highlight one career and compare how other jobs are related to it. For example, the builder to the highway construction worker or the artist to the writer. Compare the qualities and characteristics needed in one job to the characteristics used in another job. The personality folder could be used as a list of characteristics the student, himself, possesses. Three bulletin boards will be needed for this activity in categorizing. The children should bring to school pictures of people working at a variety of jobs. The bulletin boards should be labeled: "People who work with people," "People who work with ideas," "People who work with things." The children must evaluate the pictures and decide into which category each picture fits into.	Space for three bulletin boards	

GRADE LEVEL OR SUBJECT Language Arts AREA OR UNIT OF STUDY Resources

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
This resource unit includes pupil activities for grades 1-4. It includes an overview of the world of work. It helps the student to identify values and attitudes important to all work.	Educational Multi-Media Corp. 180 6th St., St. Paul, MN 55101	
This unit includes six color filmstrips, four records with stories and situations, 20 photo-boards to stimulate discussion and role playing. The program is designed to elicit child's ideas and feelings and to encourage him to think about his values and to act upon them. It includes involvement, causes of behavior, problem solving, self, emotions, experiences, choosing, responsibility, communication, family relations, etc.	Science Research Association, Inc., 259 E. Erie St., Chicago, IL 60611	
The text includes introducing boys and girls to the world of work, guides them in viewing occupation areas in terms of their own abilities and interests. It will help them to see the value of school as a preparation for work.	Science Research Association, Inc.	
This is an interest inventory for preferences in art, music, social studies, active play, quiet play, manual arts, home arts, and science.	Science Research Association, Inc.	

GRADE LEVEL OR SUBJECT Language Arts AREA OR UNIT OF STUDY Vocational Choice

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Using role playing situations, the student will act as a teacher or a business supervisor and instruct students and employees on how he will evaluate their work performance. Analyzing the criteria he expects for this evaluation, the student will identify his values in a work situation. The student will role play situations involving conflicting values and have class offer possible solutions. (Your best friend has something that you know does not belong to him; a new student comes into the school who looks, speaks, and dresses differently. What should you do?) After listening to open-ended stories, the student will write a paragraph telling what he should or would do in a conflicting situation. The student will write personal definitions of words relating to human values (respect, affection, honesty, trust, knowledge, health, happiness, wealth, etc.) and compare and contrast his personal definitions with his class members. Following a discussion on how values and attitudes affect motivation, the student will write a biographical sketch on, "Why Do I Work?"	Records & filmstrips from Society for Visual Education, Inc., 1345 Diversey Parkway, Chicago, IL 60614 Developing Basic Values Series, 777-1, Respect for Property, 777-2 Consideration for Others, 777-3 Acceptance of Difference, 777-4 Recognition of Responsibilities Book, Role Playing for Social Values, Shaftel, F. R. and George, Prentice Hall, Inc., 1967 NEA Publications Values and Teaching: Working With Values in the Classroom, Raths, Louis E., Charles E. Merrill Books, Inc. Learning To Live Together Series, F801-1 Working Together in the Family, F801-2 Learning To Use Money Wisely, F801-3 Learning To Be Forgiving, F801-4 Learning To Be Unselfish, F802-1 Getting Along with Family, F802-2 Chuck Learns About Sharing F802-3 Learning How to Be Liked, F802-4 Learning To Make Friends	

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Students will suggest everyday situations in which there are conflicting values or interpretation of events between peers, between students and teachers, or between children and their parents. In small group discussions, the students will chart the following: Choices or Alternatives — Likely Outcomes — Related Values Using the following list of values, students can make a bulletin board illustrating each: respect, fairness, friendliness, trust, loyalty, courage, honesty, concern, sharing, responsibility, sharing, accomplishing, acceptance, neatness While discussing the above values, the teacher will introduce the idea of a value line or continuum to point out that much of human behavior is usually not polarized, i.e., black or white, but can exist in many shades of gray. Pupils can think of types of behavior that would indicate varying degrees of the same values and plot these on the value line or continuum.	My Weekly Reader, Learning About Values Kit, American Education Publications, Education Center, Columbus, OH 43216 (contains picture cards of conflict situations)	At the end of this unit, students will be able to list values needed to successfully perform different jobs or occupations; recognize the values involved in a values-conflict situation; suggest possible alternative courses in a conflict situation and predict possible outcomes.

GRADE LEVEL OR SUBJECT Language Arts AREA OR UNIT OF STUDY Exploring Occupations

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
After reading or listening to biographical material reflecting his interests, the student will relate how the character's interests have developed into an occupation.	Library, basic texts	At the end of this unit, the student will be able to itemize the duties of two occupations that appeal to him; list reasons why he would like to pursue a specific occupation as his vocation; and list three different types of training available to students for the preparation of adult careers.
The student will select a particular interest. In terms of that interest, he will circle want ads from the newspaper and report to the class those jobs advertised in which he might realize success.	Newspapers	
The student will make pictures or charts depicting various interest areas (such as sports, pets, collecting, crafts, etc.); and will list underneath the charts the abilities needed; checking against these charts, the student will identify his present abilities and those he may need to acquire his interests.	Magazines	
The student will select one of the four language arts skills (reading, writing, listening, speaking), and construct a tree with branches denoting occupations in which this skill is very important.	Language and How To Use It, Scott, Foresman	
The student will play the role of a roving reporter and write a newspaper column on "Jobs People Do." On the basis of interviews with workers in his immediate environment, the student will write a paragraph entitled "I want to be a _____."	Community workers, individuals from various professions	

GRADE LEVEL OR SUBJECT Language Arts AREA OR UNIT OF STUDY Jobs and Society

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
After discussing the need for people to work together, the student will read accounts and trace groups in our country which have worked together for a common purpose.	Social studies texts Eye Gate House, America At Work, (agriculture, building for millions, how america is clothed, lumbering, automobiles, commercial fishing, motion picture, coal mining, iron and steel) The American Farmer and Our Food Supply Eye Gate House, Field Trips Out of the Ordinary, (oil well, coal mine, steel mill, lumber mill, nuclear plant, oceanographic institute) Workers for the Public Welfare The Career Discoveries, 4 records, 4 filmstrips, People Who Organize Facts	At the end of this unit, the student will be able to list examples of contributions to society made by people living in urban and rural areas; list jobs that deal with people, jobs that deal with things, and jobs that deal with ideas; list jobs that require physical attributes and intellectual attributes; list jobs for which the student feels he would be suited according to his attributes and interests.

GRADE LEVEL OR SUBJECT Language Arts AREA OR UNIT OF STUDY Hobbies and Interests

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Students will make oral reports relative to their interests or hobbies and discuss the possibilities of jobs or careers resulting from these interests. Using a model car as an example of a hobby, the student will write or orally describe the areas of play and work involved in its creation. The student will contribute to a class hobby book which illustrates types of hobbies which have developed from interests similar to his. Students will plan and organize a hobby show depicting those hobbies which can be enjoyed for fun, for profit, and for future careers. The student will write a paragraph about one of his interests or hobbies, explaining why he became interested, and how he might involve friends in his interest or hobby. The student will make up a story telling how he might form a new friendship because of his interest or hobby. For a book report, the student will describe the interests of a character or characters in a book he has enjoyed.	Choosing Your Career A Car is Born, Ford Motor Company SRA, W.O.R.K. Pamphlets Exploring Children's Interests Discovering Your Real Interests	

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
After taking the following inventory, students will list jobs that relate to the summary of interests. TAKING INVENTORY ON MYSELF! Think about yourself--what you like to do. Imagine that you have a block of free time. Check the boxes next to the activities you like to do most of all. ___Help a younger child learn to ride a bike ___Spend the afternoon in a museum by yourself ___Read a book ___Write a story ___Put together a model airplane ___Cook a meal or bake ___Plant a vegetable garden ___Care for a pet rabbit ___Help someone repair a radio ___Help your mother take care of a sick relative ___Listen to music ___Play a musical instrument ___Go for a hike ___Play baseball ___Study the stars or observe the sky ___Do a jigsaw puzzle Now look at the activity boxes that you checked. Are your choices similar in some ways? ___indoors ___outdoors Nearly all the things I like to do are-- ___slow-moving, and take patience ___fast-action, busy activities Most of my activity choices mean doing things- ___alone ___with others	Scholastic Newstime March 28, 1974	

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Nearly everything that I like to do takes-- ___lots of physical energy ___mental energy or "brain work" After checking the list and writing the related jobs, students will find magazine pictures that fit their interests. Each student will display an on-going "personal bulletin board" for the pictures and relevant job articles.		At the end of this unit, students will be able to list hobbies that show a definite carry-over to the world of work; and list interests that show pertinent relationships to a vocation or career.

AUDIO-VISUAL MATERIAL

The establishment of an audiovisual library is included as a part of the Career Education Project housed at State Fair Community College. It is to be developed throughout the three-year span of the project. After this time, it will continue to operate for school personnel in the community college district.

The library is housed in the Learning Resources Center at State Fair Community College. All school personnel in the Career Education Project and the community college district have lending privileges. A handbook containing complete check-out information along with necessary forms is available through each principal, counselor and librarian as well as from those teachers who were designated to work with the project during the 1975-76 school year.

The Career Education Resource Library has been reorganized to better meet your needs. It has been divided into the three following levels:

Elementary materials will be recognized by the use of a yellow dot over the catalog number. In addition ELEM will be included in the catalog number. Example: KT
ELEM
CE1

Junior High/Senior High materials will be recognized by the use of a green dot over the catalog number. In addition JRSR will be included in the catalog number. Example: KT
JRSR
CE2

Elementary-Junior High/Senior High will be recognized by the use of both a yellow and green dot. In addition both ELEM and JRSR will be included in the catalog number. Example: KT
ELEM
JRSR
CE3

For your convenience, we have color coded the sections included in this resource list. The color codes are as follows:

Elementary Materials	Yellow
Junior High/Senior High	Green
Combination ELEM/JRSR	Blue

Recommendations and evaluations of materials in the Career Education Resource Library are available to anyone interested. The Assistant Librarian in the CERL and AV Specialist will always be available to assist all teachers with the use of the library.

If you visit the Career Education Audiovisual Library in the Learning Resources Center, you will be able to locate materials more quickly by noting the color coded labels. All of the materials other than books and periodicals are color coded. The color and code is as follows:

Item	Code	Color
Kit (a combination of two or more media designed to be used as a unit)	KT	Black
Cassettes	CT	Red
Posters, Charts	PA	Orange
Filmstrips	FS	Green
Games, Puzzles	GA	Blue
Realia (actual objects or specimens	RE	Brown

PROCEDURE FOR CHECKING OUT MATERIALS FROM CAREER EDUCATION RESOURCE LIBRARY

To Reserve:

1. Reservation cards will be available in all school offices.
   A. Be sure to state desired material in order of preference.
   B. Be sure to send cards to Career Education, State Fair Community College, Sedalia, MO 65301; or give cards to component specialists on their visits.
2. All reservations received will be posted up on a three month rotating calendar which will be placed in the Career Education Resource Library in SFCC.
3. Reservations made more than three months in advance will be filed with the Resource Library Assistant and will be transferred to the three month calendar at the appropriate time.
4. Reservations may also be called in to the SFCC Library, phone 826-7100, ext. 27. (Ask for Career Ed. Resource Library Ass't. or Career Ed. AV Specialist)
5. Confirmation of dates will be sent to teachers immediately upon booking.

To Checkout:

1. Use checkout form available.
2. When materials are due, make arrangements to have this returned as close to due date as possible.
3. When the extension of any of the materials is desired, please call Resource Library Assistant or Career Ed. AV Specialist to check to see whether or not it has been previously reserved or inquire at component specialists.

To Return:

1. Return all materials to Career Ed. Resource Library by:
   A. Component specialist or any career ed. staff member
   B. Mail
   C. Bringing material to SFCC Career Ed. Resource Library
   D. Student enrolled in area Vo-Tech school program at SFCC

To Evaluate:

1. Evaluation forms are sent with the materials requested. Please fill out and return with materials.
2. If Student Reaction Forms are sent, please have your students complete them and return them with materials.

Overdue Materials:

Reminders will be sent to all teachers with overdue material.

Call No.	Book
LC 1043 .C37 ELEM JRSR	Career Education: What It Is and How To Do It, Olympus Publishing Co. Provides answers to some often-asked questions about career education. Circulation period 3 weeks, suggested for teachers, counselors, and administrators.
LB 1027.5 .C37 1973 ELEM	Career Education and the Elementary School Teacher, Olympus Publishing Co. A "how to do it" book aimed at the elementary level. Circulation period 3 weeks, suggested for teachers, counselors, and administrators.
ELEM JRSR	Career Education: A Curriculum Design and Instructional Objectives Catalog, American Institutes for Research. Includes an introduction plus many examples of instructional objectives in various areas. Circulation period 3 weeks, suggested for teachers, counselors, and administrators.
LC 1044 .K46 LEME JRSR	Planning and Organizing Career Curricula: Articulated Education, Howard W. Sams and Co., Inc. Includes sections on Transition to Articulated Programs, Structuring Experiences, Developing Learning Experiences, and Assessing, Staffing, and Managing Career Programs. Circulation period 3 weeks, suggested for teachers, counselors, and administrators
HF 5382.5 S24 ELEM	Alike and Different, Benefic Press. First in series entitled "Careers for All." Circulation period 4 weeks, suggested for grade 4.
HF 5381 .C2657 ELEM JRSR	Career Guidance: A Handbook of Methods, Charles E. Merrill Publishing Company. A professional reference book in career programs including a compendium of career guidance methods. Circulation period 3 weeks, suggested for counselors.
LB 1031 .D7 ELEM JRSR	Handbook of Curriculum Design for Individualized Instruction: A Systems Approach, Educational Technology Publications. Contains precise guidelines for designing and developing curriculum materials from rigorously defined behavioral objectives. Circulation period 3 weeks, suggested for teachers and administrators.
ELEM JRSR	Planning, Implementing, and Evaluating Career Preparation Programs, McKnight Publishing Company. A Manual in loose-leaf form on strategies, identification, development, implementation and evaluation of programs: includes a "kit of tools" for activities, surveys, etc. Circulation period 4 weeks, suggested for teachers and administrators.

Call No.	Book
LB 1029 .N6 K36 ELEM JRSR	Preparing and Using Individualized Learning Packages for Ungraded, Continuous Progress Education, Educational Technology Publications. Textbook written in individualized learning packages developing a means for creating such materials to be used within the present structure of our school systems. Circulation period 4 weeks, suggested for teachers and administrators.
ELEM JRSR	How to Write and Use Performance Objectives to Individualize Instruction, Educational Technology Publications. A four-volume series including: How to Analyze Performance Outcomes How to Write Performance Objectives How to Classify a Performance Objective How to Develop Performance Instructional Activities and Evaluations Circulation period 4 weeks, suggested for teachers and administrators.
LB 1570 .K28 ELEM JRSR	Behavioral Objectives in Curriculum Development, Educational Technology Publications. A book of selected readings and bibliography on behavioral objectives. Circulation period 3 weeks, suggested for teachers, counselors, and administrators.
LB 1131 .P629 ELEM JRSR	Criterion - Referenced Measurement, Educational Technology Publications. A series of papers on criterion-referenced scores. Circulation period 3 weeks, suggested for teachers, counselors and administrators.
ELEM JRSR	Manpower and Economic Education, Love Publishing Company. Includes units on the individual and the nature of work, the economic world, the manpower market, career opportunities in the American economy and technology, skills and investment in education.
ELEM JRSR	NVGA Bibliography of Current Career Information, 1973 Edition, National Vocational Guidance Association, Division of APGA. Contains a current career literature listing, career film reviews and a publisher's index. Circulation period 2 weeks, suggested for students, teachers, counselors and administrators.
HF 5381 .P43 ELEM JRSR	Perspectives on Vocational Development, American Personnel and Guidance Association. Contains five parts: introducing vocational development (2, 3, 4) discussing vocational development theory in the past, present and future, also special applications. Circulation period 4 weeks, suggested for teachers, counselors, and administrators.

Call No.	Book
ELEM JRSR	The Maturity of Vocational Attitudes in Adolescence, American Personnel and Guidance Association. The second volume of the APGA Inquiry Series includes findings and discussion of the Vocational Development Project. Circulation period 2 weeks, suggested for counselors, teachers and administrators.
LB 1541 .A3 ELEM	Creative Woodwork in the Kindergarten, T. S. Denison and Company, Inc. A booklet explaining why small children should be encouraged to use woodworking tools and how they can be taught to use them safely. Also included are instructions for projects they can make. Circulation period 4 weeks, suggested for primary teachers. (2 copies available)
T 65 .S39 ELEM JRSR	Teaching Children about Technology, McKnight Publishing Company. A three-part text to help teachers teach students about the complexities of industry. Circulation period 2 weeks, suggested for use by teachers.
ELEM JRSR	Developing Students' Potentials, Education Resources Division, Capitol Publications, Inc. Provides the reader with information on three programs that have been conducted in a variety of settings with research and references: Achievement Motivation Training, Human Potential Group Training, Eliminating Self Defeating Behavior Training. Circulation period 2 weeks, suggested for counselors and teachers.
ELEM JRSR	The Parents' Role in Career Development, The National Vocational Guidance Association. To enable parents to help their children make their occupational choice. Circulation period 1 week, suggested for teachers, counselors and administrators.
ELEM JRSR	Guidelines for the Preparation and Evaluation of Career Information Media, National Vocational Guidance Association. A set of guidelines for filmstrips, films and occupational literature. Circulation period 2 weeks, suggested for teachers and counselors.
TT 185 .L4 ELEM	Carpentry for Children, Sterling Publishing Company, Inc. A book with ideas of things for children to make out of wood. Has step-by-step directions, complete with pictures. Circulation period 4 weeks, suggested for elementary level.

Call Number	Name Publisher Description
PZ 9 .W63 Co ELEM	"Come to Work with Us" Series, Houghton Mifflin. Books with glossaries, teacher's manual. Circulation period 4-6 weeks, suggested for primary level. (Note: Use the same call number for checking out entire series or any individual book.) Includes Come to Work with Us In: a Newspaper House Construction a Department Store a Hospital an Airport a TV Station a Bank a Hotel Aerospace a Toy Factory a Dairy a Telephone Company
	"What Happens" Series, Reilly and Lee Books, Henry Regnery Company. Books that answer questions about what really happens in the systems and institutions that affect student's daily lives. Circulation period 406 weeks, suggested for grades 2-4. (Note: Omit call number when checking out entire series. Use call number given when checking out individual titles.) Includes What Happens:
TL 153 .S496 ELEM	At a Gas Station
PN 4737 S48 ELEM	At a Newspaper
HF 5472 .U7 ELEM	At a State Fair
PZ 10 .S558 We ELEM	At a Television Station
QC 875 .U7 S5 ELEM	At a Weather Station
PZ 10 .S558 Wf ELEM	At a Zoo

Call No.	Book
SF 604.5 .S5 ELEM	At an Animal Hospital
GV 1801.5 .S52 ELEM	At the Circus
Z 147 .S45 ELEM	In a Car Factory
	In a Skyscraper
TH 4811 .S45 ELEM	When You Build a House
PZ 10 .S558 Wh ELEM	When You Go to the Hospital
HE 6078 .S46 ELEM	When You Mail a Letter
TK 6165 .S5 ELEM	When You Make a Telephone Call
HG 1576 .S5	When You Put Money in a Bank
HB 171.7 .S48 ELEM	When you Spend Money
HE 9787 .S5 ELEM	When You Travel By Plane

Call No.	Book
TK 148 .S53 ELEM	When You Turn On the Light

Early Career Books, Lerner Publications Company. Book series with each book describing related occupations in the area indicated in the title. Includes a full-page color picture of each occupation. Suggested for third grade. (Note: Omit call number when checking out entire series. Use call number given when checking out individual titles.)

HD 8039 .A4 D4 ELEM	Careers with an Airline
HG 1576 .D38 ELEM	Careers in a Bank
GV 867 .D38 ELEM	Careers in Baseball
QA 76.25 .R39 1973 ELEM	Careers in Computers
HF 5429 .D34 ELEM	Careers in a Department Store
GV 950.7 .R39 ELEM	Careers in Football
GV 847.25 .R39 ELEM	Careers in Hockey
R 690 .D38 ELEM	Careers in a Medical Center

Call No.	Book
HV 7922 .R39 ELEM	Careers with a Police Department
HD 8039 .T3 D37 ELEM	Careers with a Telephone Company
PN 1992.55 .R3 ELEM	Careers with a Television Station
Z 243 .A2 D33 ELEM	Careers in Printing
S 494.5 .A4 B45 1974 ELEM	Careers in Agriculture
HD 9710 .A2 B45 1974 ELEM	Careers in Auto Sales and Service
LB 2832 .B46 ELEM	Careers in Education
QL 50.1 .B46 1974 ELEM	Careers in Animal Care
JS 155 .B45 1974 ELEM	Careers with the City

Call No.	Book
S 944 .B46 1974 ELEM	Careers in Conservation

Community Helper Series, Albert Whitman and Company. Sample copies from a series dealing with community workers. Each has a picture dictionary, illustrations plus information. Circulation period 2 weeks, suggested for primary grades.

TD 148 .C47 ELEM	Clean Streets, Clean Water, Clean Air
TH 4811 .N36 ELEM	New House, New Town

Medical Books for Children, Lerner Publications Company. A book series written by authorities who have related their topics to children's present day living experiences. Many include an information section for parents and teachers as supplementary material. (Note: Entire series may be checked out or individual titles.) Circulation period 6 weeks. Titles available:

QM 548 .K7 ELEM	Our Wonderful Hands - Suggested for 2-8
QM 549 .K73 ELEM	Our Remarkable Feet - Suggested for 2-8
QH 367.1 .L4 ELEM	Where Do You Come From?: The Story of Evolution - Suggested for 4 up
QL 942 .L6 ELEM	Horns, Hoofs, Nails - Suggested for 2-8
CT 9983 .A1 G4 ELEM	They Wouldn't Quit: Stories of Handicapped People

Call No.	Book
PZ 10 .L47 Re ELEM	Red Man, White Man, African Chief: The Story of Skin Color - Suggested for K-8
PZ 10 .F76 Ho ELEM	How We Hear: The Story of Hearing - Suggested for 2-8
PZ 10 .L47 Le ELEM	Lefty: The Story of Left-handedness - Suggested for K-8
PZ 10 .L47 Tw ELEM	Twins: The Story of Twins - Suggested for K-5
PZ 10 .L47 Do ELEM	Doctor's Tools - Suggested for 2-8
PZ 10 .L47 Pe ELEM	Peter Gets the Chickenpox - Suggested for K-5
PZ 10 .L214 De ELEM	Dentist's Tools - Suggested for 2-8
PZ 10 .S1933 Wh ELEM	Why Glasses?: The Story of Vision - Suggested for 4-8

Call No.	Book
PZ 10 .B295215 Ho ELEM	How We Talk: The Story of Speech - Suggested for 2-8
PZ 10 .L47 M ELEM	Michael Gets the Measles - Suggested for K-5
PZ 10 .G533 Ka ELEM	Karen Gets a Fever - Suggested for K-8
PZ 10 .L47 Fu ELEM	Fur, Feathers, Hair - Suggested for 2-8
PZ 10 .E7 Pe ELEM	Penny, the Medicine Maker: The Story of Penicillin - Suggested for K-5
PZ 10 .L47 De ELEM	Dear Little Mump Child - Suggested for K-5
	Basic Understanding Series, Benefic Press. Explanations of the student's world. (Note: May be checked out as a series or by individual titles.) Circulation period 4 weeks, suggested for grades 1-5.
PE 1127 .C6 M3 ELEM	How We Get Our Mail
PE 1127 .F35 P7 ELEM	How Families Live Together

Call No.	Book
PE 1127 .M4 M4 ELEM	How Hospitals Help Us
PE 1119 .H215 ELEM	How Schools Help Us
PE 1127 .H85 B331 ELEM	How We Celebrate Spring Holidays
PE 1119 .M116 ELEM	How We Get Our Clothing
PE 1127 .G6 B33 ELEM	How We Get Our Dairy Foods
PE 1127 .A4 M3 ELEM	How Airplanes Help Us
PE 1127 .F6 B3 ELEM	How Foods are Preserved
PE 1127 .T7 P74 ELEM	How We Travel on Water
GA 130 .S8 ELEM	How We Use Maps and Globes

Call No.	Book
PZ 9 .S811 Ho ELEM	How Rules and Laws Help Us
PZ 10 M477 Ho ELEM	How Farms Help Us
JK 273 .S73 ELEM	How Our Government Helps Us
PE 1127 .C6 M25 ELEM	How Communication Helps Us
PE 1127 .P7 M3 ELEM	How Printing Helps Us
PE 1127 .T7 P7 ELEM	How We Travel on Land
PE 1127 .C55 M3 ELEM	How We Get Our Cloth
PE 1127 .D9 P7 ELEM	How We Get Our Shelter
PE 1119 .S687 ELEM	How People Live in the Big City

Call No.	Book
HG 221.5 .S7 ELEM	How People Earn and Use Money
HT 351 .S83 ELEM	How People Live in the Suburbs
AG 5 .C515 1974 ELEM	The How and Why Library, by Childcraft. A fifteen volume set which concentrates on broad areas of children's interests and also to broad areas of the school curriculum. Titles include: Poems and Rhymes Stories and Fables Children Everywhere World and Space About Animals The Green Kingdom How Things Work Holidays and Customs Places to Know Make and Do Look and Learn Look Again Guide and Index

Call No.	Book

Sports Heroes Series, by Lerner Publications Company. Focuses on the careers of outstanding athletes who achieved fame in one of the following sports. Circulation period 2 weeks, suggested for grades 3-6.

GV 867.5 .R34 1975 ELEM	Baseball's Home-Run Hitters
GV 884 .A1 R34 1975 ELEM	Basketball's Big Men
GV 1131 .R34 1975 ELEM	Boxing's Heavyweight Champions
GV 939 .A1 R34 1975 ELEM	Football's Clever Quarterbacks
GV 939 .A1 R35 1975 ELEM	Football's Rugged Running Backs
GV 848.5 .A1 R34 1975 ELEM	Hockey's Top Scorers

Racing Books Series, by Lerner Publications Company. Covers the fundamentals of motor racing, the most famous races, and the greatest race car drivers. Circulation period 3 weeks, suggested for grades 3-6.

Call No.	Book
GV 1033.5 .I55 K74 ELEM	The Indianapolis 500
GV 1029.9 .I25 P66 1973 ELEM	Ice Racing
GV 857 .S6 P84 1973 ELEM	Snowmobile Racing
GV 1032 .A1 D55 ELEM	International Race Car Drivers
GV 1033 .P84 ELEM	Track Racing
GV 1029 .P78 ELEM	Road Racing
GV 1032 .A1 D54 ELEM	American Race Car Drivers
GV 1060 .P83 1973 ELEM	Motorcycle Racing

Call No. Book

The What Is It Science Library, by Lerner Publications Company. Eleven books which contain 33 units of elementary science subjects. Circulation period 4 weeks, suggested for upper elementary.

Large, Small and Medium

What Flies, Walks, and Crawls?

Underwater Animals

Winged Creatures

'Round About Us

Hear, See, and Feel

Power and Energy

Sparks and Storms

General Science

Growth and Time

What's Out There? (Index)

Call No.	Kit
KT ELEM CE1	DUSO (Developing Understanding of Self and Others) Kit I. American Guidance Service, Inc. Includes books, posters, cassettes, hand puppets, puppet props, activity cards, and supplementary activities. Circulation period 4-6 weeks, suggested for K-lower primary.
KT ELEM CE2	DUSO (Developing Understanding of Self and Others) Kit II, American Guidance Service, Inc. Includes posters, cassettes, hand puppets, activity cards, and supplementary activities. Circulation period 4-6 weeks, suggested for upper primary-grade 4.
KT ELEM CE3	"I Want to Be" Tree, Children's Press. Tree with six book bags, four copies of a title to a bag plus teacher's guide and cassette. Circulation period 4 weeks, suggested for grade two reading level. The following books are included and may be checked out singly if the kit is not in use.

Call No.	Book
PZ 10 .B1472 Ib	I Want to Be a Forester
	I Want to Be a Musician
PZ 10 .B1472 Ib	I Want to Be a Beauty Operator
HF 5547 .B24	I Want to Be a Secretary
PZ 1C .B1472 Ig	I Want to Be an Architect
GV 847.25 .B34	I Want to Be a Hockey Player

Call No.	Kit
KT ELEM CE4	Careers Unit, Scholastic. A unit from the Dimension program containing a filmstrip and cassette plus teacher's guide and materials for classroom activities. Circulation period 4 weeks, suggested for grades 4-6.
KT ELEM CE5	How Do You Feel? Hats, Trend Enterprises. Six plastic hats portray sadness, happiness, fear, anger, surprise and puzzlement. Circulation period 3 weeks, suggested for primary students, can be used by teachers or counselors.
KT ELEM CE6	Experimental Development Program, Unit A: You and Your Family, Benefic Press. Program includes a teacher's book with study prints, child's activity books, and storage case. One copy of each of the following enrichments books is included: I am Here — My Friends and I My Family and I — I Can Do It Circulation period 4-6 weeks, suggested for K-1.
KT ELEM CE7	Experimental Development Program, Unit B: You and Your Friends, Benefic Press. Program includes a teacher's book with study prints, child's activity books, and storage case. One copy of each of the following enrichments books is included: Going to School — In Our Class About Our School — In Our School Circulation period 4-6 weeks, suggested for K-1.
KT ELEM CE8	Experimental Development Program, Unit C: You and Others, Benefic Press. Program includes a teacher's book with study prints, child's activity books, and storage case. One copy of each of the following enrichments books is included. I Live in the City — Animals We Know Going and Coming — Community Friends Circulation period 4-6 weeks, suggested for K-1.
KT ELEM CE9	When I Grow Up, I Want to Be . . ., Instructo. Characters, clothing and accessories for over 36 occupations for use with flannel board, plus teaching guide. Circulation period 4 weeks, suggested for primary grades.
KT ELEM CE10	Most Important Person, Encyclopedia Britannica. Includes film kits on Attitudes, Feelings, Getting Along with Others, and Identity, featuring Hairy, Fumble, and Bird--three personalities in puppet form. Two puppet kits accompany each film kit along with activity cards, song card, record and teacher's guide.

Call No.	Kit
KT ELEM CE11	It's O.K. To Be Me, Musical Motivators Service. Films include:
KT ELEM CE11-A	Attitudes Oops, I Made a Mistake! I'm Lonely Why Not Try? It's Not Much Fun Being Angry Nothing Ever Seems to Work Out for Me
KT ELEM CE11-B	Identity I'm the Only Me! Where Are You in Your Family? How Do We Look? What Do You Think You Want to Be? Every Family is Special The Most Important Person
KT ELEM CE11-C	Feelings Feeling Good, Feeling Happy! I Used to Be Afraid Different Kinds of Love
KT ELEM CE11-D	Getting Along With Others Growing Up Doing Something Nice Thinking of Others What is a Friend? What Do You Mean? Living Things are All Around Us Share It With Someone
KT ELEM JRSR CE12	Educator's Kits, Let's Save the Children, Inc. Units based on experience of popular black personalities. (Roberta Flack, Issac Hayes, The Jackson Five, Nikki Giovanni, Flip Wilson, The Staple Singers, Marvin Gaye, Rev. Jesse Jackson.) Includes books, teacher's guide, puzzles, and coloring books. Circulation period 4 weeks, suggested for K-8.
KT ELEM JRSR CE13	Compulearn Career Education Program, Random House. A battery-operated console used with program cards. Helps students progress through series of questions on interests, career information, etc. Includes educator guides, student guides, bibliographies, career index, console and program cards. Circulation period 3 weeks, suggested for K-2.

Call No.	Kit
	Off We Go to the . . ., by Guidance Associates. Provides a "field trip" to the designated places through filmstrips and cassettes, meanwhile it is unlocking the door of interest to the world of work. Circulation period 1 week, suggested for elementary level. Titles include:
KT ELEM CE14	Off We Go to the Auto Proving Ground
KT ELEM CE15	Off We Go to the Bike Factory
KT ELEM CE16	Off We Go to the Aquarium
KT ELEM JRSR CE17	The Paycheck Puzzle, by Guidance Associates. A two part series with Part I explaining automatic and voluntary payroll deductions, and Part II examining types and variations of benefits young workers may encounter. Circulation period 1 week, suggested for K-12.
KT ELEM JRSR CE18	Jobs and Gender, by Guidance Associates. Explores how sexual barriers and sterotypes have influenced men's and women's vocational choices; discusses changing concepts of "masculine" and "feminine" work roles through male teachers, a male nurse, etc. Circulation period 1 week, suggested for K-12.
KT ELEM CE19	Career Awareness Series, by Educational Activities, Inc. This series explores the world of work and introduces students to many careers. Titles include: School Workers Susan Goes to the Hospital Building a Building A Visit to the Airport Circulation period 4 weeks, suggested for elementary level.
KT ELEM CE33	Free To Be . . . You and Me, by McGraw Hill. Circulation period 2 weeks, suggested for elementary level. Friendship and Cooperation discusses the two-way street of interpersonal relationships between friends and siblings and reflects the conflicts and rewards of love and sharing. Expectations examines life goals and social roles from the point of view of individual fulfillment rather than outdated conventional or traditional stereotypes of sex, race, age or social class. Independence develops the conviction that one's unique gifts and talents are gifts to be used, enjoyed and never hidden.

Call No.	Kit
KT ELEM CE36	Workers We Know, by Chronicle Guidance Publications, Inc. Makes extensive use of listening, role playing, animation, group discussion, puppet play, inquiry, riddles, games, physical activities, art, music, and other creative activities. Circulation period 2 weeks, suggested for grades K-6.
KT ELEM CE37	Simple Circuits. See previous description for Shoebox Kits. Circulation period 2 weeks.
KT ELEM CE38	Building a Crystal Radio. See previous description for Shoebox Kits. Circulation period 2 weeks.
KT ELEM CE39	Funtime: Puppets and Shadow Plays, by Children's Press. Develops basic skills through creative expression and provides outlets for positive social interactions and emotional experiences. Circulation period 2 weeks, suggested for the elementary level.
KT ELEM CE40	TAD - Toward Affective Development, by American Guidance Services, Inc. Designed to promote psychological and affective maturity by encouraging students to participate in the activities and then to verbalize their thoughts and feelings. Circulation period 4 weeks, suggested for grades 3-6.
KT ELEM CE41	The Craft Shop, by Helen Chalfant, La Monte Elementary School. A sample of things that may be available in a craft shop. Circulation period 1 week, suggested for the elementary level.
KT ELEM CE42	Career Bingo Game, by King Features. Can be used in conjunction with KT, ELEM, JRSR, CE79. Designed to increase the awareness of the wide variety of careers. Circulation period 1 week, suggested for the elementary level.

Volume and Number	Name Publisher

Specimen Set "A Highway to Work and Play," McKnight Publishing Company. A specimen set containing a teacher's guide with content of all 16 issues plus two full size sample copies for each level, 1-6. Circulation period 3 weeks, suggested for teachers of grades 1-6.

P
ELEM
JRSR
May 73
June/July 73
Sept./Oct. 73
Nov. 73
Dec. 73
Jan./Feb. 74
Mar. 74
Apr./May 74

CAREER EDUCATION DIGEST, Educational Properties, Inc. Monthly magazine of information and materials related to career education. Circulation period 2 weeks, suggested for teachers, counselors, and administrators.

LET'S FIND OUT, Scholastic Magazines. Samples of two issues of student magazine with teaching aide and teacher's edition. Circulation period 4 weeks, suggested for K. Consists of:

VII-1 Oct. 72 The City
Halloween
Water Pipes

VIII-5 Feb. 74 About Houses - 3 Parts

ELEM POSTERS

Call No.	Poster
PA ELEM JRSR CE1	Career Education Model K-Adult, Education Properties, Inc. In chart form. Lists of the elements and goals of career education, and the means of achieving these goals by grade level. Circulation period 2 weeks, suggested for teachers, counselors and administrators.
PA ELEM CE2	Community Helpers Bulletin Board Cutouts, Trend Enterprises. Figures ranging up to 27" of seven community workers. Circulation period 4-6 weeks, suggested for primary level.
PA ELEM CE3	Transportation posters, Trend Enterprises. Eight full color, 21" x 29" glossy posters and detailed resource guide showing over 85 different vehicles incorporated into the following settings: a farm, harbor, airport, lake, a suburban and an urban neighborhood and industrial area. Circulation period 4-6 weeks, suggested for primary level.
PA ELEM CE4	Mothers Do Many Kinds of Work, Scott, Foresman and Company. Eight copies of poster showing mothers in various work situations. Circulation period 4 weeks, suggested for primary and intermediate levels.
PA ELEM CE6	City/Farm Picture, by Childcraft. A 30" x 34" poster which shows a city scene on one side and a contrasting farm scene on the other. Circulation period 4 weeks, suggested for the elementary level.

ELEM REALIA

Call No.	Realia
RE ELEM CE1	Coping Saws (12 saws) with extra blades. Circulation period 4 weeks, suggested for students at all age levels.
RE ELEM CE2	Hats--Fireman's Helmet Fatigue Cap Flight Cap Two Officer's Flight Caps Circulation period 2 weeks (may be checked out individually), suggested for elementary students.
RE ELEM CE3	Tool Chest. Complete with many tools necessary for completing projects in the Carpentry for Children book, which is also available in the Career Education Resource Library. Circulation period 2 weeks, suggested for elementary level.

Call No.	Realia
RE ELEM CE4	Footnotes to Community Helpers, by Wilson Corporation. Six records designed to provide the elementary school child with an awareness and an appreciation of the contributions made by "community helpers." Circulation period 2 weeks, suggested for elementary level.

ELEM GAMES AND PUZZLES

Call No.	Games and Puzzles
GA ELEM CE1	Motor Expressive Cards I and II, Developmental Learning Materials. Each contains one instructional sheet and thirty cards to be used to stimulate development of motor and visual coordination and also to encourage verbalization of ideas. Example: picture of hammer associated with picture of nail. Circulation period 2 weeks, suggested for primary and lower intermediate levels.
GA ELEM CE2	Shopping Lists Game, Developmental Learning Materials. Contains shopping lists associated pictures, play money, instructional sheet and card holder; allows the student to learn word-picture association, utilize alphabetizing skills and develop his vocabulary. Circulation period 2 weeks, suggested for primary and intermediate levels.
GA ELEM CE3	Building Match-ups, Developmental Learning Materials. The match-up cards help to develop readiness skills such as discrimination, memory and language, also includes instructional sheet. Each card pictures a building housing a business while the small cards depict an associated object or person. Includes a drug store, grocery, music store, clothing store, hotel, medical building, factory and gas station. Circulation period 2 weeks, suggested for primary and intermediate levels.
GA ELEM CE4	Job Puzzles, Developmental Learning Materials. Eight puzzles to help a child develop body concept and visual attention to pictures. Includes a mailman, nurse, teacher, fireman, football player, farmer, policeman, painter.
GA ELEM CE5	Occupational Puzzles, Playskool. Durable puzzles showing the following occupations: waitress, fireman, milkman, doctor, nurse, patrolwoman, postman, grocer, baker, and farmer. Circulation period 2 weeks, suggested for primary level.

ELEM FILMSTRIPS

FS ELEM JRSR CE6	Career Education in Georgia. Describes the present Career Education program being carried on in Georgia. Circulation period 1 week, suggested for teachers, counselors and administrators.

SOURCES of CAREER and OCCUPATIONAL INFORMATION

SOURCES OF CAREER AND OCCUPATIONAL INFORMATION

Listed below are recognized sources of accurate and relevant career information for each of the occupational areas. These materials can be obtained with charge.

Accounting - For more information write:

National Society of Public Accountants
1717 Pennsylvania Avenue, N.W.
Washington, DC 20006

American Institute of Certified Public Accountants
666 Fifth Avenue
New York, NY 10019

Accounting Career Council
National Distribution Center
P.O. Box 650, Radio City Station
New York, NY 10019

National Association of Accountants
505 Park Avenue
New York, NY 10022

Financial Executives Institute
50 West 44th Street
New York, NY 10036

The Institute of Internal Auditors
170 Broadway
New York, NY 10038

Advertising, Marketing, and Public Relations - For more information write:

American Association of Advertising Agencies
200 Park Avenue
New York, NY 10017

American Advertising Federation
1225 Connecticut Avenue, N.W.
Washington, DC 20036

American Marketing Association
230 North Michigan Avenue
Chicago, IL 60601

Public Relations Society of America, Inc.
845 Third Avenue
New York, NY 10022

Association of Industrial Advertisers
41 East 42nd Street
New York, NY 10017

Small Business Administration
Washington, DC 20416

Service Department
Public Relations News
127 East 80th Street
New York, NY 10021

Aerospace and Aviation - For more information write:

American Institute of Aeronautics and Astronautics
1290 Avenue of the Americas
New York, NY 10019

Air Transport Association of America
1000 Connecticut Avenue, N.W.
Washington, DC 20036

General Aviation Manufacturers Association
1025 Connectivut Avenue, N.W.
Washington, DC 20036

Agribusiness and Natural Resources - For more information write:

American Farm Bureau Federation
225 Touhy Avenue
Park Ridge, IL 60068

American Society of Agricultural Engineers
2950 Niles Road
St. Joseph, MI 49085

American Society of Animal Science
39 Sheridan Avenue
Albany, NY 12210

U. S. Department of the Interior
Fish & Wildlife Service
Bureau of Sports, Fisheries & Wildlife
Washington, DC 20240

U. S. Department of Agriculture
Forest Service
633 W. Wisconsin Avenue
Milwaukee, WI 53203

National Forest Products Association
1619 Massachusetts Avenue, N.W.
Washington, DC 20036

Missouri Dept. of Conservation
Jefferson City, MO 65101

Automotive - For more information write:

Educational Affairs Department
Ford Motor Company
The American Road
Dearborn, MI 48121

U. S. Electrical Motors, Inc.
200 E. Slawson Avenue
Los Angeles, CA

Ford Motor Company
Motion Picture Department
American Road
Dearborn, MI 48121

General Motors Corporation
Room 1-101, General Motors Building
Detroit, MI 48202

Architecture - For more information write:

Association of Collegiate Schools of Architecture
1785 Massachusetts Avenue, N.W.
Washington, DC 20036

The American Institute of Architects
1735 New York Avenue, N.W.
Washington, DC 20006

The American Institute of Architects
1785 Massachusetts Avenue, N.W.
Washington, DC 20036

Banking, Finance, and Investment - For more information write:

The American Bankers Association
1120 Connecticut Avenue, N.W.
Washington, DC 20036

Investment Counsel Association of America, Inc.
127 East 59th Street
New York, NY 10022

National Consumer Finance Association
1000 16th Street, N.W.
Washington, DC 20036

National Association of Bank Women, Inc.
National Office
111 E. Wacker Drive
Chicago, IL 60601

Federal Deposit Insurance Corporation
Director of Personnel
550 17th St., N.W.
Washington, DC 20429

"How Our Banks Help Our City"
Manufacturers Hanover Trust Company
Publications Department
350 Park Avenue
New York, NY 10022

Business and Office Services - For more information write:

Administration Management Society
Publications Department
Willow Grove, PA 19090

American Management Association
135 West 50th Street
New York, NY 10020

National Association of Purchasing Management
11 Park Place
New York, NY 10001

National Secretaries Association (International)
616 East 63rd Street
Kansas City, MO 64110

Communication and Media - For more information write:

American Newspaper Publishers Association Foundation
750 Third Avenue
New York, NY 10017

Sigma Delta Chi, National Professional Journalism Society
35 East Wacker Drive
Chicago, IL 60601

Education Council of the Graphic Arts, Inc.
4715 Forbes Avenue
Pittsburg, PA 15213

Modern Language Association
60 Fifth Avenue
New York, NY 10011

American Library Association
50 East Huron Street
Chicago, IL 60611

National Association of Broadcasters
1771 N Street, N.W.
Washington, DC 20036

Construction - For more information write:

Associated Builders and Contractors, Inc.
P.O. Box 698
Glen Burnie, MD 21061

Weyerhaeuser
Cliff Building
Tacoma, WA 98401

National Association of Home Builders
1625 L Street, N.W.
Washington, DC 20036

Data Processing and Computer - For more information write:

Data Processing Management Association
505 Busse Highway
Park Ridge, IL 60068

American Federation of Information Processing Societies, Inc.
210 Summit Avenue
Montvale, NJ 07645

Automation Institute of America, Inc.
760 Market Street, Suite 600
San Francisco, CA 94102

Association of Computing Machinery
1133 Avenue of the Americas
New York, NY 10036

Education - For more information write:

National Education Association
1201 16th Street, N.W.
Washington, DC 20036

American Federation of Teachers
1042 14th Street, N.W.
Washington, DC 20005

Association for Childhood Education International
3615 Wisconsin Avenue, NW
Washington, DC 20015

The Council for Exceptional Children
Suite 900
1411 S. Jefferson Davis Highway
Arlington, VA 22202

Audio Dynamic Research Inc.
1219 E. 11th Street
Pueblo, CO 81001

American School Counselor Association
1607 New Hampshire Avenue, N.W.
Washington, DC 20009

The Zaner Bloser Company
612 N. Park Street
Columbus, OH 43215

U. S. Department of Health, Education and Welfare
Office of Education
Washington, DC 20015

The College Placement Council, Inc.
P.O. Box 2263
Bethelem, PA 18001

Special Education Majors
Order "Speaking over Barriers"
S. Western Bell Company
1625 Grand Avenue
Kansas City, MO 64106

Electronics - For more information write:

National Alliance of Television and Electronics Service Association
5908 S. Troy Street
Chicago, IL 60629

General Electric Company
P.O. Box 58408
Houston, TX 77058

Electronics Industries Association
2001 Eye Street, N.W.
Washington, DC 20006

Westinghouse Electrical Corp.
School Service
306 Fourth Avenue
Pittsburgh, PA 15231

Engineering - For more information write:

Engineer's Council for Professional Development
345 East 47th Street
New York, NY 10017

American Institute of Industrial Engineers, Inc.
United Engineering Center
345 East 47th Street
New York, NY 10017

American for Engineering Education
1346 Connecticut Avenue, N.W.
Washington, DC 20036

American Institute of Chemical Engineers
345 East 47th Street
New York, NY 10017

Institute of Electrical and Electronics Engineers, Inc.
345 47th Street
New York, NY 10017

The American Society of Mechanical Engineers
United Engineering Center
345 East 47th Street
New York, NY 10017

The Society of Mining Engineers of AIME
345 East 47th Street
New York, NY 10017

American Society of Civil Engineers
345 East 47th Street
New York, NY 10017

Environment - For more information write:

Institute of Environmental Sciences
940 East Northwest Highway
Mt. Prospect, IL 60058

National Environmental Health Association
1600 Pennsylvania Street
Denver, CO 80203

Society of American Foresters
1010 16th Street, N.W.
Washington, DC 20036

The American Forestry Association
1319 18th Street, N.W.
Washington, DC 20036

American Geological Institute
2201 M Street N.W.
Washington, DC 20037

Interagency Board of U. S. Civil Service Examiners for Washington, DC
1900 E Street, N.W.
Washington, DC 20415

American Meteorological Society
45 Beacon Street
Boston, MA 02108

American Geophysical Union
2100 Pennsylvania Avenue, N.W.
Washington, DC 20037

Packet of Teaching Materials
Western Wood Products Association
700 Yeon Building
Portland, OR 97204

International Oceanographic Foundation
One Rickenbacker Causeway
Virginia Key
Miami, FL 33149

U. S. Civil Service Commission
Washington, DC 20250

Employment Division
Office of Personnel
U. S. Department of Agriculture
Washington, DC 20250

Ecology - For more information write:

The Garden Club of America
598 Madison Avenue
New York, NY 10022
(Ask for "The World Around You Environmental Education Packet")

California Redwood Association
617 Montgomery Street
San Francisco, CA 94111

McDonald's Ecology Action Packet
P.O. Box 234
Kettering, O

Arkansas Department of Parks & Tourism
149 State Capitol
Little Rock, AR 72201

The Wildlife Society, Ste. S-176
3900 Wisconsin Avenue, N.W.
Washington, DC 20016

Ecological Society of America
Department of Botany
Southern Illinois University
Carbondale, IL 62901

Soil Conservation Service
U. S. Department of Agriculture
Washington, DC 20250

Soil Conservation Society of America
7515 N. E. Ankeny Road
Ankeny, IA 50021

Food Service and Processing - For more information write:

Institute of Food Technologists
176 West Adams Street
Chicago, IL 60603

Quaker Oats
Box 5855
Chicago, IL 60677

Sunkits Growers
Consumer Service
P.O. Box 7888
Valley Annex, Van Nurp, CA 91409

American Meat Institute
59 East Van Buren Street
Chicago, IL 60605

National Dairy Council
111 North Canal Street
Chicago, IL 60606

The Institute of Food Technologists
Suite 2120
221 North LaSalle Street
Chicago, IL 60601

Government - For more information write:

United States Civil Service Commission
c/o Superintendent of Documents
U. S. Government Printing Office
Washington, DC 20402

Superintendent of Documents
U. S. Government Printing Office
Washington, DC 20402

Health and Medicine - For more information write:

American Hospital Association
840 North Lake Shore Drive
Chicago, IL 60611

National Health Council, Inc.
1740 Broadway
New York, NY 10019

American Medical Record Association
875 North Michigan Avenue, Suite 1850
Chicago, IL 60611

American Association of Medical Assistants
200 East Ohio Street
Chicago, IL 60611

American Medical Association
Department of Health Manpower
535 North Dearborn Street
Chicago, IL 60610

American Dental Association
Council on Dental Education
211 East Chicago Avenue
Chicago, IL 60611

American Dietetic Association
Publications Department
620 North Michigan Avenue
Chicago, IL 60611

National Association for Mental Health
10 Columbus Circle
New York, NY 10019

Crest (Dental & Health)
c/o Proctor & Gamble
Cincinnati, OH 45202

Modern Talking Picture Service
2323 Hyde Park Road
"Dudley the Dragon" (Dental Health)
Film, 30 minutes

National League for Nursing
10 Columbus Circle
New York, NY 10019

American Optometric Association
7000 Chippewa Street
St. Louis, MO 63119

American Physical Therapy Association
1156 15th Street, N.W.
Washington, DC 20005

Registry of Medical Technicians
P.O. Box 4872
Chicago, IL 60680

Hospitality and Recreation -
For more information write:

National Recreation and Park Association
1700 Pennsylvania Avenue, N.W.
Washington, DC 20006

American Hotel and Motel Association
Kellogg Center
East Lansing, MI 48823

Arkansas Department of Parks & Tourism
149 State Capitol
Little Rock, AR 72201

American Association for Health, Physical Education and Recreation
1201 16th Street, N.W.
Washington, DC 20036

Industry, Machine and Tool Trades -
For more information write:

The American Society for Metals
Metals Park, OH

Scientific Apparatus Makers Association
370 Lexington Avenue
New York, NY 10017

U. S. Steel Corporation
525 William Penn Place
Pittsburg, PA

Insurance Occupations - For more information write:

National Association of Public Insurance Adjusters
1613 Munsey Bldg.
Baltimore, MD 21202

Institute of Life Insurance
277 Park Avenue
New York, NY 10017

Insurance Information Institute
100 William Street
New York, NY 10038

John Hancock Mutual Life Insurance Company
200 Berkley Street
Boston, MA 02117

Mathematics Occupations -
For more information write:

American Mathematical Society
P.O. Box 6248
Providence, RI 02904

Mathematical Association of America
1225 Connecticut Avenue
Washington, DC 20036

Association for Computing Machinery
1133 Avenue of the Americas
New York, NY 10036

Society for Industrial and Applied Mathematics
33 South 17th Street
Philadelphia, PA 19103

Personal Services - For more information write:

U. S. Army Recruiting
Main Station
2420 Broadway
Kansas City, MO 64108
(Posters, uniforms)

Society of American Florists
901 North Washington Street
Aldexandria, VA 22314

Retail Jewelers of America, Inc.
1025 Vermont Avenue, N.W.
Washington, DC 20005

Gemological Institute of America
11940 San Vicentee Blvd.
Los Angeles, CA

National Society of Interior Designers
315 East 62nd Street
New York, NY 10021

Institute of Life Insurance
277 Park Avenue
New York, NY 10017

Associated Master Barbers and Beauticians of America
219 Greenwich Road
Charlotte, NC 28211

American Institute of Laundering
Joliet, IL 60434

Sales - For more information write:

National Automobile Dealers Association
2000 K Street
Washington, DC 20006

National Association of Real Estate Boards
155 East Superior Street
Chicago, IL 60611

The National Retail Merchants Association
100 West 31st Street
New York, NY 10001

The National Association of Wholesaler, Distributers
1725 K Street, N.W.
Washington, DC 20006

Sales and Marketing Executive International
Student Education Division
630 Third Avenue
New York, NY 10017

Science - For more information write:

American Astronomical Society
211 Fitz Randolph Road
Princeton, NJ 08540

American Institute of Biological Sciences
3900 Wisconsin Avenue, N.W.
Washington, DC 20016

Entomological Society of America
4603 Calvert Road
College Park, MD 20740

American Society for Microbiology
1913 I Street, N.W.
Washington, DC 20036

American Geological Institute
2201 M Street, N.W.
Washington, DC 20036

Society of Exploration Geophysics
Box 3098
Tulsa, OK 74101

The American Meteorological Society
45 Beacon Street
Boston, MA 02108

American Society of Horticulture Science
615 Elm Street
St. Joseph, MI 49085

Birds
Massachusetts Audubon Society
Lincoln, MA 01773

Gulf Oil Corporation
P.O. Box 1166
Pittsburg, PA

Manufacturing Chemists' Association, Inc.
1825 Connecticut Avenue, N.W.
Washington, DC 20009

American Institute of Physics
335 East 45th Street
New York, NY 10017

Interagency Board of U. S. Civil Service Examiners for Washington, DC
1900 E Street, N.W.
Washington, DC 20415

Social Science Occupations - For more information write:

The American Anthropological Association
1703 New Hampshire Avenue, N.W.
Washington, DC 20009

Smithsonian Institute
Washington, DC 20560

American Economic Association
1313 21st Avenue South
Nashville, TN 37212

The Foreign Service in the Seventies
U. S. Department of State
Washington, DC 20520
Publication 8535 (Free)

Association of American Geographers
1710 16th Street, N.W.
Washington, DC 20009

Denoyer--Geppert
5235 Ravenswood Avenue
Chicago, IL 60640
(Chart of map and globe skills)

Social Work - For more information write:

National Association of Social Workers
1425 H Street, N.W.
Washington, DC 20005

National Center for Church Vocations
1307 South Wabash Avenue
Chicago, IL 60605

Transportation - For more information write:

Continental Trailways
P.O. Box 730
Wichita, KS 67202

American Trucking Association
1616 P Street, N.W.
Washington, DC 20036

The Association of American Railroads
Public Relations Department
1920 L Street, N.W.
Washington, DC 20036

Ford Motor Company
The American Road
Dearborn, MI 48121

FIELD TRIP PROCEDURES, GUEST SPEAKERS, and FIELD TRIP SITES LISTING

NAME	ADDRESS	CONTACT REPRESENTATIVE	TELEPHONE	FIELD TRIP	GROUP SIZE	GRADE LEVEL	GUEST SPEAKE
Accounting	J and S Accounting Warsaw, MO	Ms. Sue Cable	438-7395	No	—	8-12	Yes
Accounting (CPA)	107½ West 3rd Sedalia, MO	Ms. Virginia Zahringer	826-8160	Yes	5	11-12	Yes
Accountant Stackhouse Tax Service	400 S. Washington Sedalia, MO	Mr. Wayne Stackhouse	827-1829	Yes	—	8-12	Yes
Adco	900 W. Main Sedalia, MO	Dr Alexander	826-3300	Yes	1-6	9-12	No
Africa	SFCC or 110½ W. 5th Sedalia, MO	Faith Lovell	826-7100 or 826-6824	—	—	7-12	Yes
Agri-business	SFCC Sedalia, MO	Mr. Joe McBride	826-7100	Yes	—	7-12	Yes
Air Force Recruiter	357 E. Business Rt. 50 Sedalia, MO	Sgt. Will Collier	826-8355	Possibly any		7-12	Yes
Allstate Insurance Co.	4800 E. 63rd Kansas City, MO	Mr. John Irish	333-6800	Yes	20	11-16	No
American Electrical Industries	Highway 50 Sedalia, MO	Personnnel Director	827-1712	Yes	30	6-12	Yes
American Truckers LTD.	480 Richards Road Kanasas City, MO	Mr. Al Ekland	471-4141	Yes	20-30	8-12	Possit
Archery	Route #2 Sedalia, MO	Mr. LeRoy Young	826-6762	Yes	_	5-12	No
Archias Floral Co.	4th & Park Sedalia, MO	Mr. Don King	836-4000	Yes	20	K-12	Yes
Architects Sammons & Buller	Commerce Building Sedalia, MO	Mr Buller	826-1181	Possibly small		4-12	Yes
Army Recruiter	514 S. Ohio Sedalia, MO	Sgt. Bingham	826-8355	Possibly any		7-12	Yes

NAME	ADDRESS	CONTACT REPRESENTATIVE	TELEPHONE	FIELD TRIP	GROUP SIZE	GRADE LEVEL	GUEST SPEAKER
Artist	203 N. Jefferson Marshall, MO	Ms. Thelma Hansen	886-8464	No	_	7-12	Yes
Attorney at Law	Cole Camp, MO	Mr Pete Stelling	668-4858	No	--	—	Yes
Attorney at Law	Warsaw, MO	Mr. Edwin F. Brady	438-5116	Yes	4-5	9-12	Yes
Attorney at Law	Farmer's Saving Bank Marshall, MO	Mr. Larry McClure	886-6986	No	—	7-12	Yes
Attorney at Law	110 E. 5th Sedalia, MO	Mr. Adam B. Fischer	826-8112	Possibly	_	8-12	Yes
Ault's Skelly Station	1570 S. Kentucky Marshall, MO	Mr. Bob Ault	886-6792	No	—	7-12	No
Auto Body Shop	Cole Camp, MO	Mr. David Luetjen	668-3155	Yes	2-4	9-10	No
Auto Club of Missouri	400 S. Kentucky Sedalia, MO	Mr. Bell	826-1800	Possibly	_	K-12	Possib.
B & E Market	1701 S. Kentucky Sedalia, MO	Mr. Jim Dick	826-2188	Yes	30	8-12	No
Banges	78 S. Jefferson Marshall, MO	Ms. Dolly Kiser	886-3716	No	—	7-12	Yes
Banquet Foods	253 W. Marion St. Marshall, MO	Mr. Caton Martin	886-3301	Yes	20	4-9	Possib.
Benton County Enterprise	Warsaw, MO	Mr. Mahlon White	438-6312	Yes	4-5	9-12	Possib.
Benton County R-I School	Cole Camp, MO	Mr. Vergil Oglevie	668-4427	No	—	--	Possib.
Benton County R-IX	Warsaw, MO	Dr. John Boise	438-7351	No	_	8-10	Yes
Benton County Sheriff's Department	Warsaw, MO	Mr. Robert Bresherars	438-5252	Yes	5-6	9-10	No
Beverly's House of fine food	1705 W. Broadway Sedalia, MO	Mr. Puckett	826-9655	Possibly	small	K-12	Possib.

NAME	ADDRESS	CONTACT REPRESENTATIVE	TELEPHONE	FIELD TRIP	GROUP SIZE	GRADE LEVEL	GUES SPEAK
Bill Greer Motors Inc.	1700 W. Broadway Sedalia, MO	Mr. Bill Greer	826-5200	Yes	—	K-12	Yes
Bohling Grocery	Cole Camp, MO	Mr. E.G. Bohling	668-4634	No	—	K 12	Poss:
Boonslick Regional Library	Sixth & Lamine Sedalia, MO	Ms. V. Corley Mr. Parker	826-6195	Yes	20	K-12	Possi
Borchers & Heimsoth	Cole Camp, MO	Mr. Ervin Borchers	668-4923	Possibly	—	—	No
Bothwell Hospital Physical Therapy	Sedalia, MO	Ms. Nevin Almquist	826-8833	Yes	7-15	7-12	Yes
Bothwell Hospital	Sedalia, MO	Ms. Marie Nicholson	826-8833	Yes	20	12-16	No
Breech Academy - TWA	6300 Lamar Avenue Box 797 Overland Park, KS	Ms. Ann Rabards	891-7500	Yes	20	11-16	Yes(f
Brick Mason	RFD 3 Warsaw, MO	Mr. Lee Slavens	438-5360	No	—	—	Possil
Broadway Car Wash	310 W. Broadway Sedalia, MO	Mr. Dale Arms	826-0375	Yes	25-30	1-12	No
Broadway Lanes, Inc.	2119 W. Broadway Sedalia, MO	Ms. Edith Simons	827-0404	Yes	Large	K-14	Possit
Brown, McCloskey, Buckley	309 E. 5th St. Sedalia, MO	Ms. Mabel Glenn	826-7373	No	—	—	No
Buell Body Shop	417 S. Kentucky Sedalia, MO	Mr. Clarence Buell	827-0038	Possibly	—	K-12	Possib
Business Mens Assurance	BMS Building Kansas City, MO	Ms. Almeta Wilcher	753-8000	Yes	20	11-16	No
Business & Office	SFCC Sedalia, MO	Ms. Shirley Evans Joann Billington	826-7100	Yes	10-15	4-12	Yes
C.W. Flower	219 S. Ohio Sedalia, MO	Mrs. Austin	826-3200	Yes	15-20	11-16	Yes

NAME	ADDRESS	CONTACT REPRESENTATIVE	TELEPHONE	FIELD TRIP	GROUP SIZE	GRADE LEVEL	GUEST SPEAKI
Cablevision, Inc.	600 S. Osage Sedalia, MO	Manager	826-9033	Yes	20	5-9	Possi
Cafeteria Cook at Elementary School	305 E. Chestnut Sedalia, MO	Mrs. Cleo Reed	826-1068	Yes	—	K-6	Yes
Car Dealer Town & Country Motors	3110 W. Bdwy. Sedalia, MO	Mr. Bill Shumake	826-5400	Yes	—	6-12	Yes
Car Wash Robo Car Wash	W. Main Street Sedalia, MO	Mr. Larry Hancock	826-5911	Yes	—	4-12	Possil
Cargill Incorporated	Marshall, Mo	Mr. Jack Hartwick	886-7478	Yes	20-25	9	Possil
Cargill Nutrena Feeds	Smithton, MO	Mr. Gene Hudiburg	343-5319	Yes	10	7-12	Yes
Cash Hardware Stores	106 W. Main Sedalia, MO	Mr. Jim Bass	826-6565	Possibly	—	8-12	Possil
Cash U.S. Super	Cole Camp, MO	Mr. Jim Cash	668-3700	Possibly	—	—	No
Central Fire Station	6th and Hancock Sedalia, MO	Station fire chief	826-8044	Yes	—	K-12	Possil
Central Missouri Electric Co-op (REA)	North Highway 65 Sedalia, MO	Mr. Ed Walters	826-2900	Yes	25	K-12	Yes
Cindy's Beauty Salon	9th & Warren Sedalia, MO	Ms. Jackie Kaho	827-2562	Possibly	—	8-12	Possil
CIT Financial Services	State Fair Shopping Center, Sedalia, MO	Mr. George Benheimer	826-5700	Possibly	—	8-12	Possib
City Offices	214 N. Lafayette Marshall, MO	Mr. Ron Collins	886-2226	No	—	7-12	Yes
Civil Rights	State Human Rights Dept. Jefferson City, MO	Donna Noble	314-751-3325	Possibly	30	7-12	Yes
Classic Studio	6th & Kentucky Sedalia, MO	Mr. Ed Brummett	826-8888	Yes	5-10	7-12	Yes

NAME	ADDRESS	CONTACT REPRESENTATIVE	TELEPHONE	FIELD TRIP	GROUP SIZE	GRADE LEVEL	GUEST SPEAKE
Clay Mead Furniture	Highway 65 Marshall, MO	Ms. Kay Perkins	886-5354	No	____	7-12	Yes
Coffman's Marina	Highway 65 South Sedalia, MO	Mr. John Smith	827-3692	Yes	1-6	9-12	No
Commerce Bank	10th & Walnut Kansas City, MO	Mr. John Wells	234-2000	Yes	20	11-16	No
Conductor Train	1639 Country Club Sedalia, MO	Mr. B. A. Fischer	826-5377	Possibly	____		Possit
Conservation	620 Hillcrest Drive Knob Noster, MO	Mr. Charles Jordon	563-3738	No	60	K-12	Yes
Consumers Supermarket	701 E. Broadway Sedalia, MO	Mr. Bill Smillie	827-3190	Yes	15	K-12	Yes
Contractor General Contractors	N. 65 Highway Sedalia, MO	Mr. Ralph Viebrock	826-6551	Yes	____	6-12	Possit
Cosmetology	La Monte, MO	Ms. Jeannie Whitworth	347-5415	No	20	7-12	Yes
Cosmetology	Cole Camp, MO	Ms. Phyllis Templeton	668-3750	Yes	6	9-12	No
Courts Lawn and Garden	Marshall, MO	Mr. Delford Thompson	886-5000	No	____	7-12	Yes
Craft Tiffany Yarns & Needle	112 S. Ohio Sedalia, MO	Ms. Sue Branson	826-0769	Yes	10-15	K-12	Yes
Creasy's Insurance Agency	Warsaw, MO	Mr. Gordon Creasy	438-5621	No	____	7-12	Yes
Dala's Boutique	Tipton, MO	Ms. Dala Yantz	433-2626	No	____	K-12	Yes
Day Care	321 W. Second Sedalia, MO	Mrs. Zimmerschied	826-5040	Yes	1 a day	7-12	Yes
DeHaven's Tropical Fish	610 W. 16th Sedalia, MO	Mrs. DeHaven	826-9512	Possibly	____	K-12	Possib

NAME	ADDRESS	CONTACT REPRESENTATIVE	TELEPHONE	FIELD TRIP	GROUP SIZE	GRADE LEVEL	GUEST SPEAKE
DeKalb Ag. Research	Marshall, MO	Mr. Don Wert	886-7438	Yes	10-40	5-12	Possib
Delivery Truck	Sedalia, MO	Mr. Russell Stone	826-9250	Yes	____	K-8	Yes
DeLong Dry Goods	Warsaw, MO	Mrs. DeLong	438-5307	No			Possib
Deluxe Cafe	Cole Camp, MO	Ms. Marie Musser	668-4521	Yes	2-4	9-10	Yes
Democrat News	Marshall, MO	Mr. Jerry Arnett	886-2233	Yes	25	7-9	Yes
Dem. Home Int.	Route 2 Sedalia, MO	Mrs. Brenda Houk	826-7194	Yes	____	6-12	Yes
Dental Hygenist	1806 W. 11th Sedalia, MO	Mr. Jim Raymer	827-1212	Possibly	Small	7-12	Yes
Dentist	Warsaw, MO	Dr. Shepardson	438-5421	No	____	K-12	Possibl
Dentist	Cole Camp, MO	Dr. D. V. Reimsnitter	668-3312	Yes	4-6	9-12	Possibl
Dentist	1810 W. 11th Sedalia, MO	Dr. Robert Vit	826-5445	No	____	9-12	Possibl
Dentist	Commerce Building Sedalia, MO	Dr. Gary Evert	826-0263	Possibly	Small	K-12	Yes
Doctor of Osteopathy	1701 S. Lafayette Sedalia, MO	Dr. Joe Bennett	826-6633	Yes	5 at a time	7-12 maximum	Yes
Don's Dive Shop	3312 S. Highway 65 Sedalia, MO	Mr. Don Kabler	826-4684	No	____	8-12	Yes
Don's Welding	Highway 65 South Sedalia, MO	Mr. Don Carr	826-7310	Yes	1-10	8-12	No
Driver's Education Traffic Signs	La Monte, MO	Mr. D. I. Sevier	347-5385	No		7-12	Yes

NAME	ADDRESS	CONTACT REPRESENTATIVE	TELEPHONE	FIELD TRIP	GROUP SIZE	GRADE LEVEL	GUEST SPEAKE
Duke Manufacturing	Main & Duke Road Sedalia, MO	Mr. Ivan Stuart	827-2661	Yes	10	4-12	No
Durham Chevrolet	Warsaw, MO	Mr. Floyd Durham	438-5133	Yes	10	8-12	Yes
Elite Gymnastic Club	5127 Merriam Drive Merriam, KS 66203	Mr. Gerald Carley	913-262-4523	Yes	30	K-12	Possib
Essers Package Liquor	18 S. Jefferson Marshall, MO	Mr. David Esser	886-2107	No	____	7-12	Yes
Estes' 66 Station	Warsaw, MO	Mr. Gary Estes	438-6022	No	____	7-12	Possib
Excavating & Heavy Equip.	Smithton, MO	Mr. Bill Marriot	343-5634	Possibly	____	4-12	Possib
Farmer's Bank of Lincoln	Lincoln, MO	Mr. Karl Kroenke	547-3311	Yes	4-5	9-12	Possib
Farmer's Insurance	1806 W. 11th Sedalia, MO	Mr. Jack Newby Ms. Jerry Newby	827-0122	Yes	1-5	9-12	Possib
Fire Station	211 S. Kentucky Sedalia, MO	Mr. Jabas	826-8044	Yes	1-15	K-12	Possib
Flat Creek Vet. Hospital	1701 W. Main Sedalia, MO	Dr. Peacock	827-2057	Yes	10-15	K-12	Yes
G & G Veterinary	711 W. Main Sedalia, MO	Ms. Connie Austin	826-1441	Possibly	____	4-12	Yes
Gambles	2 S. Jefferson Marshall, MO	Mr. Norvelle Brown	886-6823	No	____	7-12	Yes
Gemologist Hudson's Jeweler	225 S. Ohio Sedalia, MO	Mr. Tom Hudson	826-2772	Possibly	____	K-12	Possib
General Motor & Transmission Exch.	210 East 3rd Sedalia, MO	Mr. Forrest Allen	826-3644	Possibly	Small	8-12	Possib

NAME	ADDRESS	CONTACT REPRESENTATIVE	TELEPHONE	FIELD TRIP	GROUP SIZE	GRADE LEVEL	GUE: SPEAI
Golf	Walnut Hills Country Club, Sedalia, MO	Mr. Ward Anderson-Pro	827-0861	Yes	____	K-12	Poss:
Green Ridge Farmers & Merchants Bank	Main Street Green Ridge, MO	Mr. Bob (Robert) Roach	527-3311	Yes	10-15	K-12	Yes
Green Ridge Post Office	Main Street Green Ridge, MO	Mr. Melvin Ream	527-3385	Yes	30	K-6	Possi
Green Ridge Printing Office	Main Street Green Ridge, MO	Mr. Jim Stark	527-3521	Yes	Small	K-6	Possi
Bill Greer Body Shop	Main Street Sedalia, MO	Mr. Orval Burd	827-2162	Yes	5	10-12	No
Hallmark	25th & McGee Kansas City, MO	Ms. Rose A. Lightle	274-4667	Yes	20	11-16	Yes
Harris & Reid	Farmer's Savings Bank Marshall, MO	Mr. Mike Reid	886-5544	No	_____	7-12	Yes
Heinzler Bros. Welding	Marshall, MO	Mr. Frank Heinzler	886-7775	Yes	20-25	7-9	No
Helicopter Pilot	Whiteman Air Force Base, Knob Noster, MO	Sgt. Greg Roberts	563-5511	No	_____	K-12	Yes
Highway Patrol	Mo. State Fair Grounds Sedalia, MO	Mr. Curt Mathews	827-3366	Possibly	_____	K-12	Yes
History Johnson/Kennedy Adm.	History Department SFCC, Sedalia, MO	Mr. Paul Neider	826-7100	No	_____	8-12	Yes
Hobson & Son Carpet	2805 W. Broadway Sedalia, MO	Mr. Bob Comfort	826-1192	Yes	15	K-12	Possi
Holiday Inn	32nd & Limit Sedalia, MO	Mr. Jim Grieshaber	826-6100	Yes	40-50	8-9	Possi

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NAME	ADDRESS	CONTACT REPRESENTATIVE	TELEPHONE	FIELD TRIP	GROUP SIZE	GRADE LEVEL	GUES SPEAK
Home Lumber	207 E. North Marshall, MO	Mr. Roland Wood	886-3342	No	____	7-12	Yes
Homemakers Furniture Co.	809 S. Limit Sedalia, MO	Mr. Shoemaker	826-2122	Yes	____	7-12	Yes
Housewife & Mother	Sedalia, MO	Ms. Judy Holman	826-1759	No	____	K-3	Yes
Horse Racing	P.O. Box 951 Sedalia, MO	Mr. Anderson	826-7114	Yes	1-10	9-12	Possil
Howard Construction	1509 N. Ohio Sedalia, MO	Mr. Olen Howard	826-5750	Yes	5-15	8-12	No
Hurtt's Pharmacy	504 W. 16th Sedalia, MO	Mr. Hurtt	826-2872	Yes	1-10	8-12	Possil
IBEW Local 814 Credit Union (Secretary)	2111 W. Broadway Sedalia, MO	Ms. June Kuhlman	826-0814	Yes	6 at a time	8-12	Possil
IGA	2402 W. Broadway Sedalia, MO	Mr. Ralph Huff	827-1452	Yes	25	K-12	Yes
Industrial Loan & Investment	120 W. Fifth Sedalia, MO	Mr. Firman Boul	826-4800	Yes	25	7-12	Yes
Installment Buying	Farmer's Bank of Lincoln Lincoln, MO	Mr. David Hair	547-3311	Possibly	____	7-12	Yes
J & J's Barber Shop	1421 S. Limit Sedalia, MO	Mr. Jack Smith	827-2485	Possibly	____	K-12	No
Jack Coutts' Running Quarter Horses	Mo. State Fairgrounds Sedalia, MO	Ms. Tina Brown	826-1135	Yes	5-10	K-12	No
Jefferson Elem. Public School-Admin.-Teaching	305 E. Chestnut Sedalia, MO	Ms. Imogene Peoples	826-1068	Yes	____	K-8	Yes
Jim's Garden Center	1000 W. Main Sedalia, MO	Mr. James Foster	826-4411	Yes	15	4-9	Possib

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Job Placement	SFCC Sedalia, MO	Mr. David Terrell	826-7100	Possibly	Any	7-12	Yes
Johnson TV & Appliance	2907 W. Broadway Sedalia, MO	Mr. Ray Thompson Mr. Paul Johnson	827-2326	Yes	15-20	7-12	Yes
Kansas City Chiefs Football	K. C. Chiefs Football Club, One Arrowhead Club, Kansas City, MO	Mr. Bob Springer	924-9300	Yes (fee)	____	7-12	Possi
KDRO Radio	West Highway 50 Sedalia, MO	Mr. Herb Brandes	826-[illegible]	Yes	15	K-12	Possi
Keeharts	Marshall, MO	Ms. Alice Alexander	886-5611	No	____	7-12	Yes
Kim Originals	2500 E. Broadway Sedalia, MO	Mr. Bill Cline	826-2500	Yes	15	K-12	Possi
Kings Court	Marshall, MO	Mr. Bill Coman	886-5444	Yes	15	7-12	No
KMMO-KMFL	Highway 65 North Marshall, MO	Mr. Harold Douglas Mr. Jim Athon Mr. Jack Abdon	886-7422	No	____	7-12	Yes
KMOS TV Station	2100 W. Broadway Sedalia, MO	Mr. Stuart Gressley	826-1651	Yes	15	K-12	Yes
Knob Noster State Park	Knob Noster, MO	Park Manager	563-2939	Yes	____	K-12	Possi
KSIS Radio	North 65 Highway Sedalia, MO	Mr. Carl Yates	826-1050	Yes	10	K-14	Yes
Lacuma Builders, Inc.	2800 W. Main Sedalia, MO	Mr. Bob Cook	826-0522	No	____	K-12	Yes
Lamy Manufacturing	108 W. Pacific Sedalia, MO	Mr. John Pelham	826-3310	Yes	Small	7-12	Possi

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Lawyer--Lamm, Barnett, Crawford, Fritz Firm	118 W. Fifth Sedalia, MO	Mr. Donald Barnes	826-5428	No	____	11-12	Yes
Lawyer-Training	La Monte, MO	Ms. Pat Scott	347-5627	No	____	7-12	Yes
L & D Quarter Horses	710 W. Sixth Sedalia, MO	Ms. Susan Sauers	827-1778	Yes	____	K-12	Possi
Lee's Archery Manufacturing	Route 2 Sedalia, MO	Mr. LeRoy Young	826-6762	Yes	20	7-16	No
Lee's Studio	20 S. Jefferson Marshall, MO	Mr. Lee Beardon	886-7313	No	____	11-12	Yes
Lifeguard	2401 W. Second Sedalia, MO	Ms. Diane Cordry	826-7719	No	1-15	7-16	No
Lime Quarry	Smithton, MO	Mr. Dirck	826-6189	Yes	____	4-12	Possil
Lincoln New Era Newspaper	Lincoln, MO	Mr. George Williams	547-3800	Yes	Inquire	Inquire	Possil
Locker Plant	Hughesville, MO	Mr. Bill Wheeler	826-8630	Yes	10-15	1-12	Yes
Lyceum Theater	Arrow Rock, MO	Mr. John Carey	837-2108	Yes	30	8-12	Possil
Macy's	1034 Main Kansas City, MO	Mrs. Cullen	221-3737	Yes	20	11-16	No
Magistrate Judge--Pettis County	901 S. Vermont Sedalia, MO	Ms. Hazel Palmer	826-8816	No	____	11-12	Yes
Mall Beauty Shop	Thompson Hills Shopping Center, Sedalia, MO	Ms. Shirley Morley	826-0560	Possibly	Small	K-12	Yes
Marine Recruiter	602 S. Ohio Sedalia, MO	Mr. Charles Davidson	826-9220	Possibly	Any	7-12	Yes
Mark Twain Steak House	2901 W. Broadway Sedalia, MO	Mr. Gary Bilder	826-9727	Yes	20	K-12	Yes

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Marshall Chamber of Commerce	214 N. Lafayette Marshall, MO	Mr. Leo Hayob	886-7464	No	____	7-12	Yes
Marshall Floral & Greenhouse	160 W. Summit Marshall, MO	Ms. Juanita Dametz	886-7177	Yes	20	7-9	Yes
Marshall Police	Arrow Street Marshall, MO	Mr. Gerald Stone	886-7411	Yes	15-20	1-12	Yes
Martin Lumber	Hughesville, MO	Mr. Con Scott	826-7556	Possibly	____	____	No
Mattingly's Variety Store	218 S. Ohio Sedalia, MO	Mr. Bill Stratton	826-5270	Yes	20	7-12	Possil
Maxine's	700 Industrial Drive Sedalia, MO	Ms. Maxine Griggs	826-8510	Possibly	____	K-12	Possil
McGraw-Edison Personnel Manager	305 N. State Fair Blvd. Sedalia, MO	Mr. Jerry Jones	826-4975 (home)	Possibly	____	K-12	Yes
Melita Day Care	623 E. 2nd Sedalia, MO	Mrs. Vitula	826-5040	Yes	Small	6-12	Possil
Merle Norman Cosmetics	120 S. Ohio Sedalia, MO	Ms. Sandra Boul	826-6430	Yes	____	11-16	Yes
Meterology	Weather Department Whiteman AFB	Captain Koczur Lt. Kowa	563-5511	Yes	60	7-12	Yes
MFA Elevator	Cole Camp, MO	Mr. Ed Schnakenberg	668-3231	Yes	6-8	9-10	Possil
MFA Grocery	Lincoln, MO	Mr. Joe McKnight	547-3621	No	____	____	Yes
MFA Implement	Lincoln, MO	Mr. Clarence Frisch	547-3318	Yes	4	9-12	No
MFA Insurance	1817 W. Broadway Columbia, MO	Mr. Vic Ohman	445-8441	Yes	20	11-16	No

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Missouri Division of E. S.	215 E. Fifth Sedalia, MO	Mr. Bill Giles	826-8184	Yes	25	11-12	Yes
Missouri Pacific Railroad	210 N. 13th St. Sedalia, MO	Mr. D. M. Tutke	314-2944	Yes	Arr.	7-12	Possi
Missouri State Bank	917 S. Limit Sedalia, MO	Mr. William Claycomb	826-1213	Yes	20-25	7-12	Yes
Missouri State Fair	Box 111 Sedalia, MO	Ms. Myrna Raçar	826-0570	Yes	30	3-7	Possi
Missouri Valley College	Marshall, MO	Mr. Ed Leslie	886-6924	No	____	9-12	Yes
Model Cleaners	Warsaw, MO	Mr. Richard Kingma	438-5831	Yes	20	K-12	No
Motor Vehicle Registration License Bureau	State Fair Shopping Center, Sedalia, MO	Mr. Fred Kraft	826-3316	Possibly	____	6-12	Possi
Navy Recruiter	602 S. Ohio Sedalia, MO	Mr. Charles Davidson	827-0471	Possibly	Any	7-12	Yes
Nursing	SFCC Sedalia, MO	Ms. Cindy Henke Ms. Sandy Meyer	826-7100	Yes	30	K-12	Yes
Ollison's Garage	2809 E. 12th Sedalia, MO	Mr. Keith Ollison	826-4077	Possibly	Small	8-12	Yes
Otten Truckline	Cole Camp, MO	Mr. Pete Otten	668-3112	No	____	7-12	Yes
Papa Jakes Donuts	122 S. Ohio Sedalia, MO	Mr. Jake Sarigusa	~~826-6170~~	~~Possibly~~	____	K-12	Possib
Patricia Stephens Modeling Finishing School	4638 Nichols Parkway Kansas City, MO	Ms. Patricia Stevens	531-5866	Yes	6-	7-12	Yes
Pepsi-Cola Bottling Co.	Sedalia, MO	Mr. W. C. Ream	826-8144	Yes	30	4-9	Possib
Pettis County Ambulance	626 E. Fifth Sedalia, MO	Mr. Joe Wasson	826-5316	Yes	10-15	6-12	Possib

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Pharmacy Plaza Pharmacy	700 S. Limit Sedalia, MO	Mr. Bill McWhirt	826-2431	Possibly	____	6-12	Ye
Photography	La Monte, MO	Rev. Jerry Jones	347-5557	No	____	7-12	Ye
Pittsburg Corning	16th & Missouri Pacific Spur, Sedalia, MO	Ms. Rita Kenney	826-4660	Possibly	____	9-12	Pos
Plant Care	La Monte, MO	Ms. Bernice Wing	347-5407	No	____	K-12	Ye
Post Office	405 E. Fifth Sedalia, MO	Mr. Roy Hinton	826-8887	Yes	25-30	4-9	Pos
Professional Writing	Sedalia Democrat Sedalia, MO	Mr. Jack Schicht	826-1000	Yes	____	7-12	Ye
Quality Body Shop	501 N. Park Sedalia, MO	Mr. Bill Utz	826-2126	Yes	1-10	8-12	No
Rainbow Radio & TV	Lincoln, MO	Mr. Rainbow	547-3317	Yes	4	9-12	No
Ramada Inn	3501 W. Broadway Sedalia, MO	Mr. Darrell Olsen	826-8400	Yes	15	5-12	Pos
Realtor United Farm Agency	S. Highway 65 Sedalia, MO	Mr. Gerald Hancock	827-1016	Possibly	____	6-12	Yes
Red Apple Lanes	3400 Broadway Sedalia, MO	Mr. Tom Ryan	827-3770	Yes	60	K-12	Yes
Rehmer Dairy	Rural Route Smithton, MO	Mr. Rudy Rehmer Mr. Jeff Rehmer	343-5668	Yes	15-20	K-12	Pos
Reinhart Fajen, Inc.	Warsaw, MO	Ms. Elcise Atkins	438-5111	Yes	8-10	9-12	Pos
Retail Bakery	Sixth & Ohio Sedalia, MO	Mr. Mallory	826-6920	Yes	20	K-9	Pos
Rick's Body Shop	R. R. #2 Sedalia, MO	Mr. Rick Geer	826-1157	Yes	25-30	7-12	No

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Rival Manufacturing Co. Main Plant	16th & Lamine Sedalia, MO	Mr. Jim Houchen	826-6600	Yes	15	4-12	Yes
Rival Manufacturing Co.	Miller's Park Plaza Sedalia, MO	Ms. Nyra Price	827-3860	No	____	____	Yes
Rose & Buckner	72 N. Jefferson Marshall, MO	Mr. Bob Rose	886-2002	Yes	15-20	7-12	Yes
Roth's	Thompson Hills Shopping Center, Sedalia, MO	Mr. Paul Stoehr	826-0737	Possibly	____	6-12	Possil
Roto Rooter Cleaning	Route 1 Smithton, MO	Mr. Harley Reed	343-5324	Possibly	____	4-12	Possil
Royals Stadium	P.O. Box 1969 Kansas City, MO 64416	Ms. Joanne Snow	921-8000	Yes (fee)	Any	K-12	Possil
Russell Brothers	Marshall, MO	Mr. Casey Kotoweiz	886-7340	No	____	7-12	Yes
Russell Brothers	214 S. Ohio Sedalia, MO	Mr. Bob Johnson	826-5154	Yes	1-10	8-12	No
Scott's Jewelry	East Highway 7 Marshall, MO	Mr. Scott	438-5700	No	____	____	Possib
Sears	110 W. Third Sedalia, MO	Mr. Finis Galloway	826-6500	Yes	10	7-12	Yes
Secretary - Legal Durley, Keating & Fischer	110 E. 5th Sedalia, MO	Ms. Nancy Capps	826-8112	Possibly	____	6-12	Yes
Secretary Striped College	RFD #2 Sedalia, MO	Mrs. Janice Daleen	826-7065	Possibly	____	K-12	Possibl
Sedalia Bandag	N. Highway 65 & Grand Sedalia, MO	Mr. Larry Bock	827-3920	Yes	25	K-6	Yes
Sedalia Computer Service	210 E. 7th Sedalia, MO	Mr. Larry McRoy	827-1990	Yes	10-15	9-12	Yes

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Sedalia Council on Drugs	Sedalia, MO	Dr. John Owen	826-8833	No	____	7-12	Yes
Sedalia Democrat-Capital	700 S. Massachusetts Sedalia, MO	Mr. Don Keller	826-1000	Yes	15	K-16	No
Sedalia Fire Dept.	211 S. Kentucky Sedalia, MO	Mr. Jabas	826-8044	Yes	____	K-12	Possit
Sedalia Implement Co.	2205 S. Limit Sedalia, MO	Mr. John Joy	826-0466	Yes	15-25	7-12	Yes
Sedalia Memorial Airport	East Highway 50 Sedalia, MO	Mr. James Addas	826-9796	Yes	Small	K-14	Possit
Sedalia Police Department	3rd & Osage Sedalia, MO	Mr. Bill Miller	826-0214	Yes	10-15	1-14	Yes
Sedalia School of Hairdressing	116 S. Ohio Sedalia, MO	Ms. Fran Nash	827-1270	Yes	25	4-12	Possit
Sedalia Water Department	111 W. Fourth Sedalia, MO	Mr. C. H. Taylor	826-1234	Yes	15	6-12	Possib
Sheriff's Department	Warsaw, MO	Mr. Bob Breshears	438-5252	No	____	____	Possib
Shinn Oil Company	RFD 3 Warsaw, MO	Mr. Paul Shinn	438-5013	Possibly	____	____	Possib
Sho-Me Stables	Mo. State Fair Downs Sedalia, MO	Ms. Elaine Knight	827-2243	Yes	5-10	K-12	Yes
Smithton Fire Department	Smithton, MO	Mr. Lennie Semkin	343-5482	Possibly	____	K-12	Possib
Sound Shop	1716 W. Ninth Sedalia, MO	Mr. Al Reese	827-2223	Yes	20	K-12	Yes
Southwestern Bell Telephone	220 E. 5th Street Sedalia, MO	Mr. Bob Johnson	826-9800	Yes	25	K-12	Yes
Southwestern Bell Telephone	600 St. Louis Springfield, MO	Ms. Beverly Beerendzen	417-836-2545	Possibly	____	K-12	Possib

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Sowers' Horses	Callis Stables Sedalia, MO	Ms. Susan Sowers	827-1778	Yes	5-10	8-12	Yes
Stan's TV	P.O. Box 856, Rt. #2 Warsaw, MO	Mr. Stan Johnson	438-6859	No	1	9-10	Yes
State Fair Community College	1900 Clarendon Road Sedalia, MO	Mr. Fred Davis	826-7100	Yes Check with Betty Blackwell	5-10	9-12	Yes
State Fair Riding Academy	Route 3 Sedalia, MO	Ms. Faith Lovell	826-9767	Yes	1-5	8-12	No
State Farm Insurance	2111 W. Broadway Sedalia, MO	Mr. D. I. Sevier	826-6088	No	____	7-12	Yes
State Representative (Former Highway Patrolman)	500 W. Fourth Sedalia, MO	Rep. Pete Stohr	826-8821	Possibly	____	4-12	Yes
State Representative	Sedalia, MO	Rep. James Matthewson	826-4696	At capital	___	K-12	Yes
Swim Pool Lifeguard	2401 W. 2nd Sedalia, MO	Ms. Diane Cordry	826-7719	Possibly	____	K-12	Yes
T & O Phosphate	Hughesville, MO	Mr. Larry Owen	826-1813	No	____	____	Possib
Teacher Education	CMSU Warrensburg, MO	Mr. Jim Hudson	429-4111	Possibly	____	4-12	Yes
The Craft Shop	318 S. Ohio Sedalia, MO	Mrs. Bill Boatman	827-3041	Yes	15-20	5-12	Possib
The Dog House	116 W. 16th Sedalia, MO	Mr. Antoine	827-1941	Yes	1-10	8-12	No
Third National Bank	301 S. Ohio Sedalia, MO	Mr. Bob McDonald	826-0611	Yes	30-40	6-9	Possib
Town and Country Shoes	201 N. Missouri Sedalia, MO	Mr. Charles Rayl Mr. Ken Grott	826-4490	Yes	Small	K-12	Yes

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Tullis Hall Dairy Co.	541 E. Fifth Sedalia, MO	Mr. Funnell	826-3030	Yes	10	3-12	No
Tygart & Arth Body Shop	207 E. Belle Marshall, MO	Mr. Ray Arth	886-3033	Yes	25	7-8	Yes
Union Affiliation Building & Trades Council	1614 W. 20th Sedalia, MO	Mr. Ray Hendricks	826-7539	No	____	8-12	Yes
Unitog	Warsaw, MO	Mr. Osborne McMillen	438-5117	Yes	Arr.	7-12	No
Verl's Amoco Service	1801 W. Broadway Sedalia, MO	Mr. Verl Schnepf	827-0040	Yes	1-10	8-12	No
Veterinary	Cole Camp, MO	Dr. Taylor	668-4523	Possibly	____	____	Possib
Veterinary Department University of Missouri	46 Connaway Annex, Cont. Education in Veterinary Medicine Columbia, MO 65201	Ms. Betsy Windish	314-882-3877	Yes	30	7-12	Possib
Veterinary	1701 W. Main Sedalia, MO	Mr. Charles Peacock	827-2057	Possibly	____	6-12	Yes
Viebrocks Welding	Cole Camp, MO	Mr. Harold Viebrock	668-3233	Yes	____	____	No
Vogue Styles	22 Jefferson Marshall, MO	Mrs. Howell	886-6161	No	___	7-12	Yes
W-K Chevrolet Garage	Cole Camp, MO	Mr. Vern Dean	668-4421	Yes	4-6	9-12	Possib
Walker Publishing Co.	2016 W. Main Sedalia, MO	Mr. Mark Kitch	826-8200	Yes	15	5-12	Yes
Warren Grocery	Green Ridge, MO	Mr. Warren	527-3317	Possibly	____	____	Possib
Warsaw Auto Supply	Warsaw, MO	Mr. Stan Intelman	438-7321	Yes	Small	1-14	No
Warsaw Sewing Center	Warsaw, MO	Mr. Jerome Kelly Mr. Donald Prunty	438-6919	Yes	6	8-12	Possib
Warsaw Veterinary Clinic	Warsaw, MO	Dr. N. V. Roff	438-7333	Yes	8	8-12	Yes

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Weikal Cabinet Shop	2925 W. Main Sedalia, MO	Mr. Bob Weikal	827-1365	Possibly	____	K-12	Possib
Welder	Route #1 Sedalia, MO	Mr. Jarold Welch	826-3170	Possibly	____	8-12	Possib
Western Auto	Jefferson & Morgan Marshall, MO	Mr. Gerald Leach	886-6813	Possibly	____	7-12	Possib
Whiteman Base Exchange	Whiteman AFB Knob Noster, MO	Base Operator	563-5511				
Wilken Music	Thompson Hills Sedalia, MO	Mr. Wilken	826-9356	Yes	10	4-12	Yes
Williams Press	Cole Camp, MO	Mr. George Williams	668-4418 547-3911	Yes	4-6	9-12	Possibl
Wilson's Company, Inc.	Box 340 Marshall, MO	Mr. Don Nutten	886-5522	Possibly	12	7-12	Possibl
Wood & Huston Bank	27 North Street Marshall, MO	Mr. Mitchell	886-5575	Yes	25	7-9	Yes
Yeager's Cycle Sales	3001 S. Limit Sedalia, MO	Mr. Rick Yeager	826-2925	Yes	1-15	8-12	No
Yost Chevrolet	Odell Avenue Marshall, MO	Mr. Ken Yost	886-3348	No	____	7-12	Yes

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